School of Human Ecology
UNIVERSITY OF WISCONSIN–MADISON

Graduate Programs Self Study

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Overview of Human Ecology Graduate Programs

The School of Human Ecology (SoHE) graduate program dates back to the 1940s and provides rich interdisciplinary graduate training focused on exploring the human condition and well-being in relation to ecological settings - physical, social, community, and the built environment. A unifying theme across the concentration areas is that human development and well-being are promoted through interactions between humans and their everyday surroundings. Training in research, creativity, teaching, and outreach are directed toward understanding and positively impacting human environments and the patterns of human behavior within them. A proactive, rather than reactive, approach, interest in building individual and community assets, and concern with equity, diversity, and social justice are important principles of the graduate programs. Human Ecology graduate students also have a long legacy of being part of scholarship and outreach that contributes directly to the land grant mission of the UW-Madison, and specifically the Wisconsin Idea, in part through faculty collaborative partnerships with the University's Division of Extension and other local, state, national, and international organizations.

Graduate students have access to many resources and opportunities within the School of Human Ecology, UW-Madison, throughout the city of Madison, and the state of Wisconsin. Campus-wide centers that are closely affiliated with the School of Human Ecology include the Institute for Research on Poverty, the Center for Cooperatives, the Waisman Center, Morgridge Center for Public Service, and the Center for Healthy Minds, as well as centers housed within SoHE, including the Center for Design and Material Culture, Kohl's Center for Retailing, the Center for Community and Nonprofit Studies, and the Center for Financial Security. SoHE graduate students also have research, outreach, and creative projects that involve community partnerships, interdisciplinary collaborations with faculty and students across the UW-Madison campus, and connections with the work of the University of Wisconsin-Extension.

The Human Ecology graduate program offers a Doctor of Philosophy (PhD), Master of Science (MS), and Master of Fine Arts (MS) degree in Human Ecology. It also houses a doctoral minor in Human Ecology, a graduate/professional certificate and doctoral minor in Community-Engaged Scholarship (CES), and a capstone certificate in Community and Nonprofit Leadership (CNPL). In addition, SoHE partners with the Information School (iSchool), College of Engineering, Department of Art, and the Wisconsin School of Business to offer a Master of Science in Design + Innovation program (MDI) that brings together faculty and perspectives from these five schools and colleges to produce well-rounded designers, entrepreneurs, strategists and innovation leaders. The MDI program is not included in the current self-study as it is administered by the School of Engineering. An overview of each of the SoHE PhD named options, minor, and certificates can be found on the SoHE webpage.

Response to Previous Self Study

The last self-study for the SoHE graduate programs occurred in spring 2014. The full review committee report can be found here. One theme that emerged in the report was that because of the SoHE's intellectual diversity and focus on applied research in community engagement, SoHE is remarkably well-positioned to be the catalyst for developing innovative, interdisciplinary academic programs and outreach projects across the UW campus. Another theme to emerge was that while the strategic goals of the School are intended to be school-wide, graduate degree programs vary significantly across departments, as do inherent strengths and weaknesses. Below, we have summarized the recommendations in the report to strengthen the entire graduate program and highlight changes made since 2014 in response to these recommendations.

1. The review team strongly encourages greater collaboration in research across SoHE units. Currently, SoHE is multidisciplinary but, for the most part, not yet interdisciplinary. Each unit has pockets of excellence, and most are complementary to research expertise in other units. We see potential synergies from collaboration that are largely untapped at this point. Greater collaboration in research, especially to create applied outreach projects, would maximize external funding opportunities, at the same time increasing faculty research productivity and graduate student training and marketability. The ultimate goal of trans-disciplinary collaboration would mean the creation of new theory, methods, and/or interventions that transcend current disciplinary limitations.

Response: Since 2014, SoHE has invested considerable energy and funding toward identifying and growing research synergies across its units. Details on the interdisciplinary research collaborations among SoHE faculty, and between SoHE faculty and others on campus and elsewhere, are described in the research section of the self-study. These efforts have created new and exciting interdisciplinary research and outreach opportunities for graduate students. Faculty in the School have also been increasingly successful at obtaining intramural and extramural scholarship funding (e.g., project and research assistantships) for graduate students, which has propelled cross-unit research opportunities for graduate students.

2. Collaboration across SoHE to create new degree offerings also shows considerable promise. Most units report being stretched too thinly in terms of meeting both undergraduate and graduate teaching responsibilities. Some units report declining student enrollments (and placement) in existing graduate degrees. We see opportunity in pooling faculty resources and expertise to create entirely new degree programs that draw on expertise from several SoHE units, as well as other units across campus (e.g., public policy). This lowers the teaching burden on any one unit, and has the potential for creating applied, interdisciplinary degrees that combine technical expertise and knowledge with practical experience in response to specific market needs. This approach appears particularly promising at the professional master's level. This strategy turns an apparent disadvantage of broad topical diversity within a relatively small School-wide research faculty into an advantage. Innovative combinations of topics and talents

could put SoHE in position to be first-to-market with new applied degrees that prove popular with both employers and students.

Response: Since 2014, the School of Human Ecology has launched four *new* graduate initiatives. These initiatives draw across units within SoHE and/or create collaborations between SoHE and units on campus. These new programs are largely applied in nature and have been designed to solve real-world problems and meet the needs of employers. These new initiatives have also helped to pool faculty teaching efforts across the school in strategic ways.

The first initiative is the [Master's of Science in Human Ecology](#), which was launched in 2018. This is an applied interdisciplinary MS program that draws on scholarship and coursework occurring across multiple SoHE units. The program is aimed at preparing professionals who want to solve real societal problems and take on leadership roles within organizations that promote the well-being of individuals, families and communities. Students select courses offered across SoHE's units that fit their applied focus. The program is centered on a Capstone project in which students work with a community, regional, or state organization or agency to develop a project on an issue of relevance and mutual interest. The creation of this interdisciplinary school-wide applied MS program has allowed us to take advantage of the diverse coursework and faculty expertise of the School in a way that is connected with employer needs. This applied MS in Human Ecology program is now the only admitting MS program offered in the SoHE; the School no longer offers unit-specific admitting MS programs (e.g., MS in Human Development and Family Studies or MS in Design Studies or MS in Consumer Behavior and Family Economics), which has helped us consolidate administration and teaching efforts.

The second initiative is SoHe's [Community and Nonprofit Leadership Capstone Certificate](#) which was launched in 2019. This 9-credit certificate embraces an interdisciplinary, ecological, community-centered approach that focuses on community dynamics and community-led efforts in addition to organizational management approaches. Students learn nonprofit and community leadership skills and can customize their learning around areas of interest (e.g., food systems, human services, youth organizations, the arts, advocacy). The program has been designed with flexibility for individuals who are already employed.

The third initiative is the [Community-Engaged Scholarship Graduate/Professional Certificate & Doctoral Minor](#), which was also launched in 2019. The purpose of this certificate program is to train graduate students in the practice of community-engaged scholarship, which is defined as teaching or research that is done in collaboration with community organizations or community partners in equitable, mutually beneficial, respectful relationships. This program strengthens the connections between SoHE and the [Morgridge Center for Public Service](#), who partners with SoHE in administering the certificate and minor.

Finally, the SoHE has partnered with four other Schools and Colleges (Engineering, Business, Information School, and Art) on campus to create the [Design + Innovation MS](#) program. This program is officially housed in the School of Engineering and thus not part of the current self-study. The Master of Science in Design + Innovation is an interdisciplinary and collaborative

program created to teach students to understand multiple perspectives of design to find new and creative solutions to real-life issues.

3. Find ways to build a sense of community (and cohort) in each entering graduate class across the SoHE units. Examples include: a. Initiate a more substantial orientation experience, jointly across programs, perhaps including visits to current research or practicum sites. b. Create a common, problem-based applied course for 1st year students across all SoHE units (or maybe for subsets of units)

Response: In response to this recommendation, several changes have been made in the School. We now offer School-wide Prospective Graduate Student Visit days each spring for admitted graduate students and School-wide New Graduate Student Orientations each fall for newly enrolled students. These events provide an opportunity for incoming students to get to know one another and the diverse array of scholarship that occurs in the School. These School-wide events are followed by unit-specific informational sessions that go over Program Handbooks and degree and unit-specific information.

In addition, our *OneSoHE curriculum* was created following the last self-study and involves four courses. This curriculum was designed to address recommendations to build community and collaborations across graduate students throughout the School. The *OneSoHE curriculum* includes a course (Inter-HE 792: Theories and Perspectives in Human Ecology) taken by all incoming MS, MFA, and PhD students in the fall of their first year. Objectives of the course include to: 1) introducing students to the field of Human Ecology and the theories/perspectives that drive scholarship across the school; 2) helping build a sense of community among graduate students in the SoHE, and 3) exposing students to the broad range of scholarship that occurs in the School to create opportunities for more cross-unit collaborations. Incoming PhD students also enroll in a second OneSoHE curriculum course (Inter-HE 801: Introduction to Professional Development Seminar) which covers professional development topics such as Individualized Development Plans (IDPs), CVs, and the peer review process. Thus, our PhD students share multiple courses during their first year. During their second year, PhD students take our third OneSoHE course - Inter-HE 793: Research Methods - which provides an introduction to formulating research questions and quantitative and qualitative methods used across the School. The final OneSoHE offering is our OneSoHE Advanced Professional Development Seminar Series which involves 8-10 sessions throughout the academic year on professional development topics relevant to PhD students. Students are required to attend at least 6 sessions as a doctoral candidate.

In addition, the School also now has a SoHE Graduate Student Organization (in addition to unit specific organizations) and holds School-wide Graduate Student Town Hall meetings. We believe that these efforts have helped students across the school feel more connected to one another and feel more informed about the diverse array of research, outreach, and creative work that goes on in the School.

4. Raise the funding available to support graduate students toward a goal of offering multiyear funding (preferably 4 years for PhD students) at .5 FTE level (20 hours per week, for 9 months).

We recommend an initial goal of securing funding for multiyear packages for all PhD students, and for as many Masters students as possible based on a combination of need and merit. This strategy focuses available resources on attracting top students to the program by lowering the risk of them receiving/accepting better offers. We do not recommend a significant expansion of PhD students in the program, until a "full funding" milestone is reached for the current scale of the program.

Response: We are pleased to report that SoHE now offers upfront, multiyear offers to all PhD and MFA students. Specifically, all PhD students are offered 5 years of funding at the 50% assistantship level (4 years if they are coming in with an MS degree in a relevant field). All MFA students are offered 3 years of funding at the 50% level. In addition, we now offer guaranteed funding for conference travel regardless of whether or not students present work in the first year in letters of admission. Students in the MS in Human Ecology program are not offered funding upfront. However, they are encouraged to, and often do, apply for assistantships in SoHE and elsewhere on campus. All MS in Human Ecology students who sought funding received at least a 33% assistantship since the applied MS programs inception. The School also offers a wide array of fellowships and scholarships (see Graduate Student Funding and Scholarships section of self-study).

5. Re-think the degree mix and configuration across the SoHE graduate program in terms of how well it responds to market demand for the final product (i.e., employability of graduates). In particular, opportunities appear to exist for creation of applied masters programs.

Response: The School of Human Ecology launched an applied MS in Human Ecology program in 2018. More information about the program including its enrollment trends and student outcomes for this applied MS program be found in the current self-study. This is now the only admitting MS program in the School.

6. Create and maintain a dedicated plan to raise awareness (both internally among faculty and graduate students, and externally for prospective students and partners) of the international dimension to the SoHE research and outreach programs.

Response: One way that the School addressed this recommendation is by launching the 4W Initiative - Women & Wellbeing in Wisconsin & the World in 2015. This is a campus-wide effort that is hosted by SoHE but has robust representation from faculty, staff, and graduate students across UW-Madison. The 4W mission is to leverage the strengths of UW-Madison to be a convener and leading voice in education, applied research, and impactful engagement to promote global wellbeing and full participation of women in society. The 4W initiative has led to a broad array of projects such as the Global Artisans Initiative which connects students and faculty with female artisans in Ecuador, Mexico, Kenya, India, and Nepal to partner on efforts that enhance the artisan's project design, sales, and connections with the community. This initiative has opened the door for field programs and internships that provide on-the-ground experiences for undergraduate student learning. At the graduate level, the 4W initiative had led to new global research and outreach opportunities. Prerna Rana (PhD student in CSCR) currently serves as the 4W Project Assistant with a research focus on the intersections of community

development, gender empowerment, and civic engagement in India's rural regions. Molly Clark-Barol (PhD student in CSCR) serves as the 4W Program Associate for Research and has worked on issues of gender equity in academia in the USA, sustainable development and environmental conservation in Nepal, nutrition policy in Liberia, and community development and rights in Nigeria. The 4W initiative has been successful in growing and increasing awareness of the international dimension to SoHE's scholarship and has garnished more than $4 million in gifts and endowments to support its numerous local and global projects.

Recently, Lori Diprete Brown, Distinguished Teaching Faculty, has been named as the Director of the Global Health and Human Ecology Initiative in SoHE. Under Ms. Deprete Brown's leadership, the School recently conducted a survey with faculty and graduate students to compile a list of global scholarship efforts. The intent is to build collaborations among SoHE Scholars engaged in global health efforts and to build collaborations between these faculty and others on campus.

7. Enhance professional development support for graduate students. Including: a. Develop professional development milestones and individualized plans for graduate students; b. Provide mentoring training for faculty who advise grad students to improve consistency of the experience for students. c. Encourage faculty co-authorship with students and address unevenness in research productivity of graduate faculty. d. Increase funding available for travel to professional conferences, data collection, etc. e. Create/assign a staff person (not faculty) as graduate program liaison/coordinator to be available to students as a source of advice and problem resolution.

Response: As a School, we have made progress in increasing the number of graduate student professional products, including co-authorship products. Based on the 2022 Annual Review of graduate students, 66% of current PhD students have co-authored one or more peer-reviewed work (e.g., manuscripts or book chapter). When considering PhD students in their fourth or fifth year, 86% have co-authored at least peer-reviewed work. This progress is something that we hope to continue to expand on overtime. We attribute this growth to several School-wide initiatives. For example, manuscript writing and peer review are topics in the new OneSoHE curriculum Professional Development courses. In addition, a Pathways to Excellence in Research document has been created and is highlighted yearly with graduate students as a way to offer guidance on how to build research skills. These strategies ensure that all graduate students, regardless of their specific faculty advisor, are made aware of opportunities for research development.

Other School initiatives have been aimed at highlighting resources and campus training on inclusive and effective graduate student mentorship at All School Meetings. Recently, we have also altered language in offer letters to new faculty to highlight that regular engagement in training on mentorship is expected. Starting in 2019, faculty now report on graduate mentorship activities in their annual performance review. Faculty who engage in a high quantity and/or quality of mentorship (e.g., evident by student co-authored work, students applying for or receiving grants, student exhibitions/shows or featured work, student job placements, and faculty-student collaborative projects) are recognized and often given monetary awards. The School also recently launched the *SoHE Excellence in Faculty Graduate Mentorship Award* which

will provide a larger award (i.e., faculty choose from course buyout, research funds, or one month of summer support) to promote a culture of strong mentorship.

The annual amount of scholarship funding available to School of Human Ecology graduate students has grown by 243% since 2014 ($80,000 to $195,000). These scholarship funds are separate from the graduate assistantship/fellowship stipends or tuition remission coverage provided to students and are awarded for conferences, research, outreach, professional development training, and to summertime effort.

Since 2014, the School of Human Ecology has grown the graduate program liaison/coordinator role. This position moved to a full-time graduate program coordinator in 2015. In 2021, the School created an Assistant Dean for SoHE Graduate program administration position, which is currently filled by Michelle Holland. This new position was developed to provide higher-level oversight of the administration of the graduate program, including to support the advising needs of graduate students and problem resolution. In 2022, the school further expanded its ability to advise and meet the needs of our growing graduate student body with the hiring of a full time Graduate Program Specialist, currently filled by Cadin Tonkovic-Capin.

8. Update and improve the SoHE website to enhance recruitment of graduate students, faculty candidates and external partners.

Response: The School has updated its website to more effectively communicate the School's mission and scholarship. The descriptions of graduate program offerings have been revised to be more concise and to link to important GUIDE information. The overall look of the website has been structured to focus on how to tell SoHE's story and regularly highlight feature stories on SoHE Graduate Students.

Resources

Oversight and Administration

Leadership for the School of Human Ecology graduate program involves school-level direction and oversight from the Associate Dean for Graduate Studies and Faculty Affairs, Professor Janean Dilworth-Bart and Faculty Director of Graduate Studies (DGS), Professor Sigan Hartley who meet monthly with the Dean to advise on any major structural, staffing, or budget changes proposed for the graduate program. Assistant Dean for Graduate Program Administration Michelle Holland and Graduate Program Specialist Cadin Tonkovic-Capin provide administrative leadership and meet weekly with the DGS (Hartley).

The DGS (Hartley) and administrative leadership (Holland and Tonkovic-Capin) work closely with the Graduate Program Committee (GPC), which is made up of a faculty chair for each of the degree programs and named options and a graduate student representative, who rotates from year to year. The GPC meets monthly during the academic year and is responsible for setting and monitoring standards and policies affecting the graduate program such as program learning outcomes and assessment, degree requirements and curriculum, eligibility and evaluation guidelines for student funding, and guidelines for assessing satisfactory program progress. This committee also reviews and approves new graduate course and course change proposals, graduate program proposals, coordinates dissemination of graduate program information, monitors issues related to climate affecting graduate students, makes decisions regarding funding and fellowship allocations, and assists with graduate program reviews. The Academic Planning Council (APC), which also meets monthly during the academic year, is also charged with reviewing and approving new course and course change proposals as well as any structural changes to the graduate program.

Faculty

The School of Human Ecology tenure track faculty in each department are involved in the mentoring and advising of graduate students throughout their degree program. The faculty expertise within Civil Society & Community Studies, Consumer Science, Design Studies, and Human Development & Family Studies span a very wide range of disciplines and areas of study. Currently, there are ten assistant professors, eight associate professors, twenty-one full professors, and two visiting professors (new faculty pending tenure at UW-Madison) for a total of forty-one faculty members. The 2017-2021 data is included below. In addition to faculty members serving as the advisors to graduate students, they may serve as co-advisors and or members of the graduate student committee. Teaching faculty and/or academic staff within the School of Human Ecology also serve in advising graduate students depending on their area of study.

In accordance with the Graduate School policy on degree committees, each graduate student committee must contain a certain number of faculty in the student's program and a certain number of faculty from UW-Madison. Doctoral committees also specifically require an outside

faculty member from another graduate program. It is not uncommon for graduate students in Human Ecology to have more than one committee member from outside of the School of Human Ecology. The type of capstone projects, creative scholarship, and research projects often lead to graduate students having committee members who are teaching faculty or other academic staff, disciplinary experts at other universities, or community partners.

Faculty Tenure FTE: by Rank

	2017	2018	2019	2020	2021
ASSISTANT PROFESSOR	11.0	10.3	11.3	12.3	9.3
ASSOCIATE PROFESSOR	13.0	12.0	10.0	11.0	12.0
PROFESSOR	16.0	16.0	18.0	16.0	17.0
TOTAL	40.0	38.3	39.3	39.3	38.3

Select a topic
Gender

Female
Male

Rank as Percentage of Total Faculty Tenure FTE
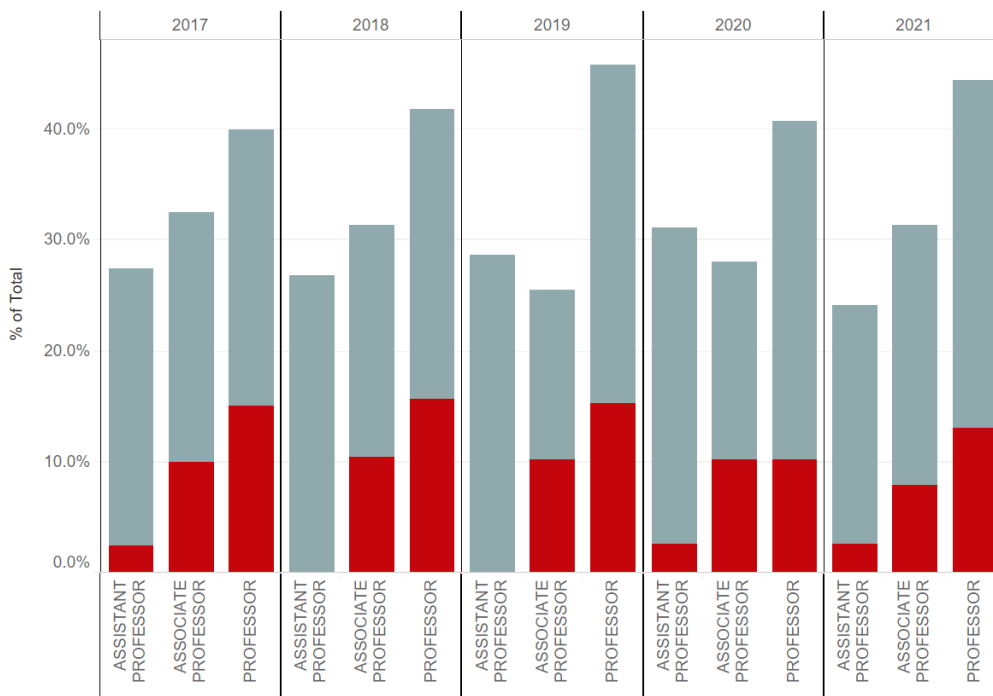
Facilities: Graduate Student Spaces

Nancy Nicholas Hall provides exceptional studio, office, classroom, research, and lounge space for graduate students. Many graduate students have designated workspaces located in faculty research spaces (each faculty is assigned a 100 sq ft space in addition to their office, and some have additional research/project spaces as well) located throughout the building. There are also shared office spaces designated for graduate students who instruct or serve as a TA or LSA for courses. Graduate students who do not have dedicated space due to RA/PA or TA

responsibilities are given access to a newly remodeled large group workspace in 2211. This large office area has desks available on a first-come, first-serve basis. There are lockers in the space to provide students secure personal storage. The space also includes two office rooms (enclosed) that can be reserved for confidential meetings, small group work, and/or TA office hours. Graduate students are also able to reserve conference rooms (with capacity to seat 3 to 15 people) located throughout Nancy Nicholas Hall for program-related activities (e.g., study groups, scholarship related conference calls, interview preparation, job talks, and proposal and defense meetings). There is also a graduate student lounge located in 2188 Nancy Nicholas Hall, where graduate students connect outside of class and office spaces. The lounge is equipped with a full kitchen, comfortable seating, and key card-only access for graduate students.

Unique to SoHE graduate students is also the MFA studio space in 2103 Nancy Nicholas Hall. All MFA graduate students are assigned to the studio space for the duration of their graduate program. This private, MFA-only space requires key card access and allows for the production of their creative art and design work.
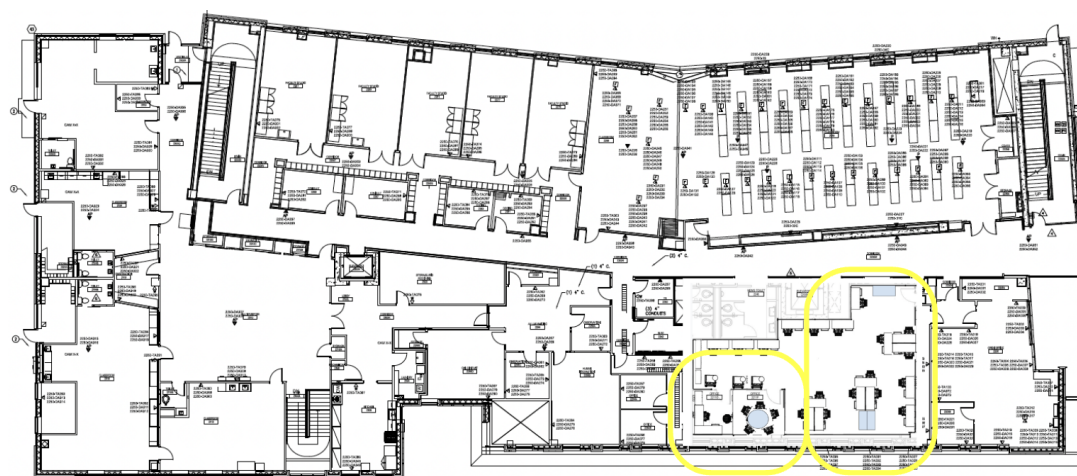
Graduate Student Workspace
Room #2211
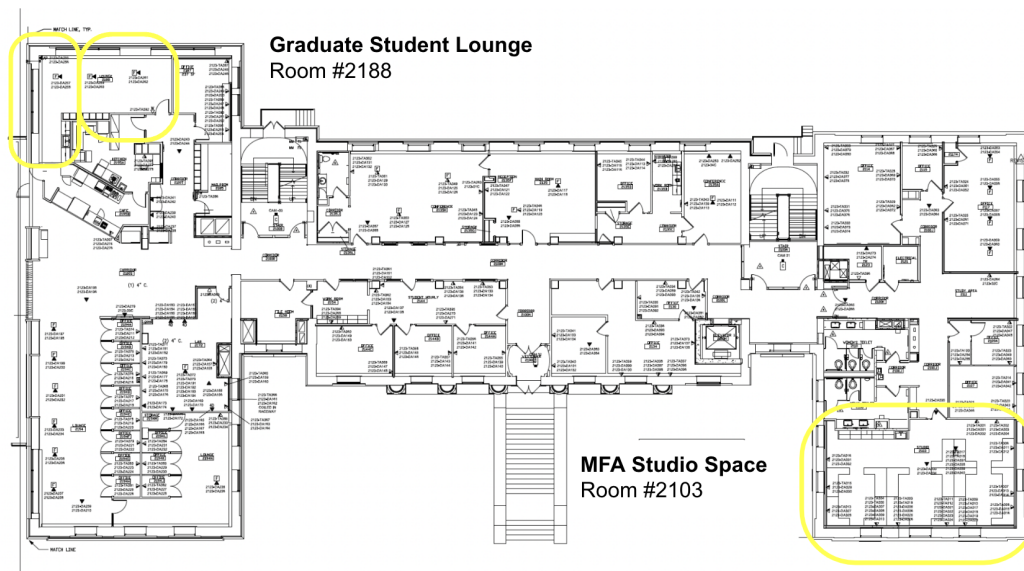
Graduate Student Lounge
Room #2188

MFA Studio Space
Room #2103

Technology Resources and Support

All graduate students in Human Ecology have access to the high quality services of our Building, Information, Technology and Security (BITS) team. This team of three professional staff coordinate the administration of office space, grad student facilities mentioned above, key card access and building security, computer and tech help, classroom audio/visual equipment, as well as laptop and projector loans. Being integrated into a modern and well-equipped building such as Nancy Nicholas Hall has great benefits for graduate students, allowing them to focus on their coursework and degree milestones knowing a fully staffed help desk is available to assist them during business hours.

Student Profile & Trends

Recruitment of graduate students

The School of Human Ecology is strongly committed to recruiting a diverse pool of top-tier graduate students. A virtual information session is hosted each fall for prospective students, utilizing the McNair, National Name Exchange list, and relevant connections of our faculty and graduate students to attract prospective students. We also advertise the information session to our own undergraduate students. Additional recruitment occurs through faculty outreach to their academic and community networks, which involve underrepresented groups in higher education and science such as First Nations across Wisconsin and the US, as well as global indigenous, Latinx and Black communities. These partnerships help SoHE build relationships with prospective students.

In the summer of 2022, SoHE hosted the first ever Equity & Justice Network (E&J Net) Summer Institute that involved inviting 12 rising juniors and seniors from three Historically Black Colleges and Universities and their faculty mentors to come to UW-Madison and learn about graduate degrees in the field of Human Ecology. The Institute provided an intensive introduction to the scholarly opportunities in SoHE. This initiative included workshops about graduate school programs and connected prospective students with current graduate students in the SoHE GRS community. All participants were offered an application fee waiver and were invited to join the virtual prospective student information session.

Lastly, the SoHE Graduate Admissions Committee uses holistic review methods throughout the application process. Applicants are considered to be high caliber based on their research and academic experience, work and life experiences, written expression in their statement of purpose/reason for graduate student, and the support of three letters of recommendation. GRE scores are no longer required as part of the application process. Application materials are reviewed by multiple faculty within programs to make admissions decisions.

Applicants, Admits, and New Enrollment

Across the past five years, the School of Human Ecology had a median of 84 applicants (ranging 69-93), 37 admits (ranging 30-53) and 20 new enrollees (ranging 18-40) per year. There was a particularly high number of admits, and high yield of these admits, in 2018-2019. As a result of this large cohort, some programs reduced their recruitment efforts (e.g., faculty let prospective students know that they would not be taking on new mentees) the following year (2019-2020). The overall yield rate of admitted students enrolling has ranged from 49% to 76%.

Overall, the School of Human Ecology attracts more students who identify as female than male (83%), and subsequently also admits (85%) and enrolls (81%) more students who identify as female than male. The School is deeply committed to attracting and enrolling students from underrepresented racial/ethnic groups and we have seen success in this regard. In the most recent admission cycle, 15% of applicants, 19% of admitted students, and 21% of new enrollees across the School were from an underrepresented racial/ethnic group. These numbers far exceed the average percentage of students from underrepresented racial/ethnic groups across all UW-Madison graduate programs (7% admitted, 9% admitted, and 10% new enrollment) and compared to UW-Madison social science graduate programs specifically (9% admitted, 10% admitted, and 10% new enrollment). Currently, 28% of newly enrolled students in the School of Human Ecology are international.

Student Learning Assessment

Graduate Program Learning Outcomes & Annual Assessment

The Human Ecology program has established common learning outcomes for the PhD, MFA, and MS programs, which are outlined in detail within each degree level section below. As the degrees share the common name of "Human Ecology", there is overlap in learning outcomes among the three degree levels with deviation based on the level of the degree (MS, MFA, and PhD).

In alignment with the campus-wide annual student learning assessments, Human Ecology has developed a three-year rotating plan to assess all learning goals in each degree level across the programs. The assessment cycle has been in place since the Fall of 2018 when program assessment was mandated on campus. In the most recent assessment year of 2021, Human Ecology had completed one full review of all of the learning outcomes for each degree level and began a second round of reviewing learning outcomes. In this time, the learning outcomes have remained consistent, allowing for a deep understanding of what our students are learning, serving as evidence that they are learning the intended material. Establishing routine practices of evaluating the curriculum and learning outcomes has been very helpful in reducing the administrative burden of doing the assessments each year.

The Human Ecology graduate programs use a wide variety of direct and indirect measures to assess student learning each year. Course evaluations from universally required graduate courses, such as the Interdisciplinary Human Ecology (InterHE) courses, along with other popular courses among our students, are often used as indirect measures of learning outcomes.

In addition, analysis of capstone projects, preliminary exams, theses, and dissertation proposals rubrics and evaluations are the most common direct measures of assessment.

While the annual assessment requirement indicates that learning goals exist at the degree level (PhD, MS, and MFA), a few of the named options in Human Ecology have indicated interest in exploring more specific learning goals at that level. For example, as a result of the self study exercise, the PhD in Human Ecology: Civil Society and Community Research named option will conduct a detailed curriculum assessment to ensure that their course offerings and degree requirements align with the learning outcomes and suggest changes as necessary. This will serve as a pilot and help determine if named option specific learning goals are useful and should also be done for the other PhD named options.

OneSoHE Curriculum

One recommendation following the School of Human Ecology's previous self-study (2014) was a need to build community and promote interdisciplinary training across the PhD named options, and with the MS and MFA programs. This recommendation aligned with strategic initiatives in the school to foster cross-department faculty and graduate student research collaborations and to consolidate faculty teaching efforts across the school. In response to these needs, the School of Human Ecology developed its *OneSoHE Curriculum*. All Human Ecology graduate students participate in these courses/training to some degree. These courses provide an introduction to the perspectives and theories of Human Ecology, methods of Human Ecology, and professional development skills relevant to Human Ecology graduate students.

Together, the OneSoHE courses are intended to fulfill the following objectives:

1. Provide both an overview of Human Ecology broadly but also introduce students to the cross-concentration themes in SoHE scholarship (e.g., Equity & Justice Network, 4W initiative, early child development, etc.).

2. Offer more familiarity with scholarship across the concentrations to help students identify relevant secondary mentors (e.g., committee members) and collaborative scholarship opportunities.

3. Provide students across degrees and concentrations an opportunity to interact and build community across the school.

4. Ensure that all SoHE graduate students gain relevant professional development skills.

5. Ensure that all SoHE graduate students understand what it means to be a human ecologist and can effectively communicate its relevance for their area of scholarship

6. Streamline teaching efforts across the school (e.g., one introductory methods course instead of concentrations separately covering this information).

OneSoHE Curriculum Course Offerings:

- InterHE 792: Theories and Perspectives in Human Ecology (1-2 credits, MS and PhD 2 credits required, MFA 1 credit required)

- InterHE 793: Research Methods (3 credits, PhD required, MS optional)

- InterHE 801: Introduction to Professional Development (1 credit) (Required for most PhDs, optional for MFA and MS)

- OneSoHE Advanced Professional Development (PDS) Seminar series. This series offers approximately 10-15 sessions per year on professional development topics such as the peer review process, individualized development plans, job negotiation, preparing job application materials, non-academic career paths, and the mentee-mentor relationship (PhD attend at least 6 sessions, optional for MFA and MS)

Other Interdisciplinary Human Ecology Courses relevant to Applied MS students but also open to PhD and MFA students:

- InterHE 815: Professional Skills for Community Leaders and Practitioners
- InterHE 940: Collaborative Capstone I (3 credits) (MS and MDI student capstone, required)
- InterHE 980: Capstone Seminar (1-3 credits) (MS Human Ecology capstone, students typically take 1 credit in their second to last semester and 2 credits in their final semester)

Climate & Graduate Student Experience

Two sources of information were compiled and reviewed to assess the climate of SoHE's graduate programs. The first source was the University of Wisconsin-Madison [Graduate School Doctoral Exit Survey](). The Doctoral Exit Survey reflects responses from 43 students exiting the PhD program between 2015 and 2022. Respondents of this survey reflect cohorts who likely started in 2008-2017. Of these 43 students, 72% were female and 28% were male, 16% were domestic students from underrepresented racial/ethnic groups, and 28% were international.

The majority of respondents indicated that they strongly agreed or agreed that students in the program were collegial (89%), students were treated with respect by faculty (91%), the intellectual climate of the program was positive (75%), and the social climate of the program was positive (68%).

PE2. How much do you agree with the following statements about your program? 🔑

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Students in my program are collegial		5%	7%	42%	47%
Students in my program are treated with respect by faculty	5%	5%		51%	40%
The intellectual climate of my program is positive	5%		21%	40%	35%
The social climate of my program is positive	7%		23%	35%	33%

Color Key

Strongly Agree	■
Agree	■
Neither Agree nor Disagr..	■
Disagree	■
Strongly Disagree	■

When asked if they would choose the same program/specialization again if they were to start over, 66% strongly agreed or agreed, 12% neither agree nor disagree, and 23% disagreed. Given the wording of this question, it is difficult to determine if this disagreement is based on program quality or because the student would have chosen an entirely different career path.

PE3. If you were to start again, would you choose the same program/specialization? 🔑

Total 43

- 26% Strongly Agree
- 40% Agree
- 12% Neither Agree nor Disagree
- 23% Disagree

Color Key

Strongly Agree	■
Agree	■
Neither Agree nor Disagr..	■
Disagree	■
Strongly Disagree	■
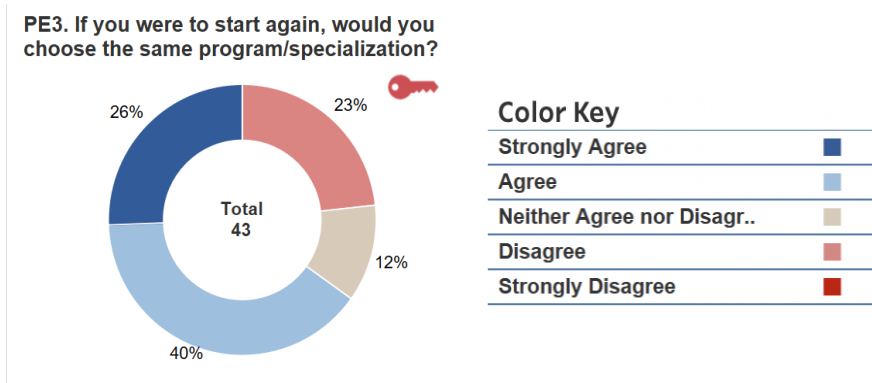
Most students were satisfied with the faculty advising or mentoring that they received. Overall**,** 79% of respondents indicated that their advisor was 'definitely' helpful and 16% indicated that they were 'probably' helpful. Only 5% indicated that the advisor was 'probably not' helpful. In addition, 53% of respondents indicated that they would 'definitely' choose the same advisor, while 26% indicated that they would 'probably' choose the same advisor. Only 5 to 9% of respondents indicated that they would 'probably not' or 'definitely not' choose the same advisor.

AM2. How helpful was your advisor during your graduate career?

AM3. If you were to start again, would you choose the same advisor?

Color Key

Definitely	■ (dark blue)
Probably	■ (light blue)
Maybe	■ (tan)
Probably Not	■ (salmon)
Definitely Not	■ (red)
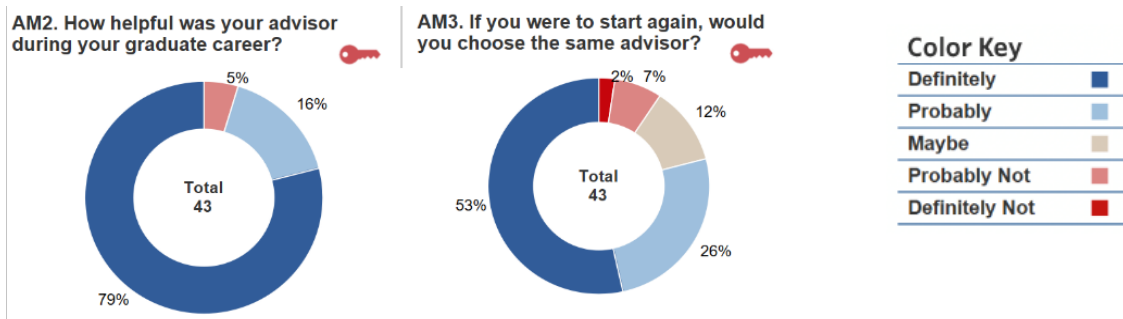
Respondents reported receiving formal and informal professional development. The most frequent areas of formal professional development pertained to research or professional ethics (84%), writing grant/fellowship proposals (77%), and oral communication or presenting skills (63%). The most frequent areas of informal professional development involved working in collaborative groups (51%) and preparing articles for publication (44%).It is important to note that not all of these areas of professional development are equally salient across students in our programs, and thus we wouldn't necessarily expect to see 100% endorsement on these metrics.

The professional development skills that received the lowest endorsement were speaking to non-academic audiences (42% received formally and 33% informally) and creating individualized development plans (56% received formally and 21% informally). As of two years ago, individualized development plans (IDPs) were included in both the Introductory and Advanced One SoHE Professional development series. Thus, going forward, all SoHE PhD students should receive training on this topic. While our applied MS and MFA students often do not complete traditional IDPs, skill assessment and goal planning are part of the Annual Review of Graduate Students (ARGs) process.

PD1. Received any formal professional development (classess, workshops, events) in the following areas:

Research or professional ethics	84%
Writing proposals for grants/fellowships	77%
Conducting independent research	63%
Oral communication and presentation skills	58%
Creating an Individual Development Plan	56%
Preparing articles for publication	51%
Speaking to non-academic audiences	42%
Working in collaborative groups	33%

PD2. Received any informal professional development (advising, mentoring) in the following areas:

Working in collaborative groups	51%
Preparing articles for publication	44%
Oral communication and presentation skills	37%
Conducting independent research	37%
Speaking to non-academic audiences	33%
Writing proposals for grants/fellowships	26%
Creating an Individual Development Plan	21%
Research or professional ethics	21%

Color Key

Excellent	■ (dark blue)
Very Good	■ (light blue)
Good	■ (tan)
Fair	■ (salmon)
Poor	■ (red)

The overall program quality was rated as very good to excellent by 64% of respondents, and good by 26% of respondents. In particular, the program does a good job of preparing students for their candidacy/comprehensive exams (72% rated very good or excellent) and or providing high quality advising and guidance (70% rated 'very good' or 'excellent'). The lowest rated aspects of the program were the graduate curriculum (56% rated very good to excellent) and

assistance in finding employment (47% rated 'very good' to 'excellent'). It will be important to target these two program aspects moving ahead.

PE1. Please rate the following aspects of your doctoral program.				
Preparation for candidacy/comprehensive exams		26%	42%	30%
Quality of academic advising and guidance	5% 7%	19%	35%	35%
Overall program quality	7%	26%	45%	19%
Quality of graduate level teaching of faculty	5%	35%	47%	14%
The opportunity to collaborate across disciplines	9% 9%	19%	37%	26%
Quality of the graduate curriculum	9%	30%	49%	9%
Assistance in finding employment	14% 14%	26%	35%	12%

The second source used for evaluating the climate of our graduate programs was the School-led SoHE Climate Survey, conducted in spring 2022. The survey was anonymous and only group-level findings were shared. This survey built on campus-level surveys by providing SoHE students an opportunity to share their ideas for improvement specifically as it relates to their graduate program. Moreover, this survey was conducted with current students (as opposed to only graduating PhD students) across all PhD, MS, and MFA programs and thus is reflective of programmatic improvements made in the last 5 years.

The SoHE Climate Survey was completed by 40 (40.8%) of the 98 enrolled graduate students. Overall, 90% of respondents reported being extremely satisfied or somewhat satisfied with their experience, and 7% of respondents felt neither satisfied nor dissatisfied. Only one student (3%) was somewhat dissatisfied. When asked about the climate in the SoHE, the response was overwhelmingly positive, with 92% of respondents rating the climate as extremely good or somewhat good. Almost 87% of current students strongly agreed or somewhat agreed that leadership from SoHE administrators such as deans and department chairs fosters a welcoming climate, while 11% of students neither agree nor disagree and one student (3%) strongly disagreed. The majority (87%) of current graduate students indicated that they were extremely likely or somewhat likely to recommend SoHE to others. Overall, 82% of graduate students were extremely or somewhat satisfied with their experience in their specific graduate program/department. No one (0%) was extremely dissatisfied.

When asked about the climate within their specific graduate program/department, the response was overwhelmingly positive. In total, 85% of graduate students rated the climate in their program/department as extremely good or somewhat good. Of the remaining students, 10% rated the climate as neither good nor bad and 5% rated the climate as somewhat bad.

Open-ended questions and student feedback identified the following theme for improving School and program/departmental climate:

- **Increase interactions between graduate students and faculty outside of the classroom,** especially for first year students so that they can get to know faculty and find advisors and committee members.

- **Department leadership shares updates with students regularly**. Students voiced wanting to be informed about departmental activities even if not directly related to the graduate program.

- **More social events at the specific program/department level** to build community.

- Find ways to **institutionalize secondary mentoring** received from program faculty who are not the student's primary advisor, but may serve on committees or as informal mentors.

- Set up a structure to provide **time and space to support graduate students in working on milestones** (e.g., dissertation writing groups, groups to discuss TA challenges)

- **Offer specific events for MS students** and more support and acknowledgement of MS and how it is unique from PhD programs in SoHE

- **Provide more financial support for graduate students**, including more support for summertime research, coverage of segregated fees, and financial support to engage with the community and do community based research

The majority (85%) of graduate students are extremely satisfied or somewhat satisfied with the mentoring they receive from their faculty advisor. Most graduate students (71%) met with their faculty advisor once a week or every other week. However, 18% met with their faculty advisor a few times a semester and 11% met once a semester. In part, differences in frequency of advisor-student meetings reflected differences in program stage. Dissertators met less frequently with their advisor than students early on in their program.

In addition to their faculty advisor, graduate students also form relationships with and receive mentorship from other faculty in their program. When asked about how supported they feel by faculty in their program who are not their primary faculty advisor/mentor, graduate students reported an overwhelmingly positive response with 46% responding extremely supported and 38% responding somewhat supported. Only 12% and 2% reported neither supported nor unsupported or somewhat unsupported.

Open-ended survey responses from students reflected the following suggestions for successful mentor-mentee relationships:

- Implementing regularly scheduled, frequent (weekly or bi-weekly) meetings.

- Meetings should be structured and involve discussing the student's program progress, deadlines, and goals.

- Faculty should provide personalized and proactive advice about how to be a successful graduate student.

- Faculty should connect the students with others who have similar interests and alumni working in the same specific area.

- Students benefit from clear expectations and deadlines, and want faculty to provide more specific feedback on their writing skills and research ideas.

- Students want faculty to discuss topics such as work-life balance and the faculty's own journey to becoming a professor during individual meetings (in addition to discussing the students program progress and scholarship).

- Students want faculty advising responsibility to be spread evenly across the faculty within a program, as opposed to having only a few faculty advise most students.

Graduate students were asked if they had witnessed any hostile behavior, bullying, discrimination, or harassment. A total of 11 (28%) graduate students responded yes and 28 (72%) responded no. When asked how many times they witnessed such behavior, 33% indicated once, 42% indicated 2-3 times, 17% indicated 4-6 times, and 8% responded more than 6 times. Follow-up questions indicated that the target of the incident was overwhelmingly a student and the aggressor a faculty. In open-ended responses, when asked to describe the incident, the following two themes emerged.

- **Communication:** rude, unsupportive, unnecessarily critical emails; student voices silenced based on different worldview, cultural, economic status, and/or gender experiences; not learning to properly pronounce students name

- **Unclear expectations:** negative feedback without constructive criticism or clear guidance on how to improve; students underprepared, but not providing specific resources or support

International students were asked if there were areas that could be improved to support their program progress. Funding was the most commonly endorsed area with 25% of the internal student respondents indicating that this could be improved. Additionally, housing, general support, and other areas such as payroll/taxes and childcare were identified as needs.

Overall, 87% of graduate students are satisfied with their graduate education. The remaining 13% are neither satisfied nor dissatisfied or somewhat dissatisfied. A marked subset (37%) of current graduate students indicated having seriously considered leaving SoHE. Students in the PhD in CSCR named option and in the MS in Human Ecology program were the most likely to consider leaving.

Below are themes that emerged from open-ended questions and feedback from graduate students on things that would help make graduate students feel welcome and included at SoHE:

- Addressing the hidden curriculum: Offer information on the unspoken expectations of being a graduate student, how to set up an effective mentor-mentee relationship, academic jargon, and general information about how to be an effective graduate student as part graduate student orientations.

- Expressed a desire for SoHE leadership and department chairs to call out social injustices and racial violence when they occur on campus as a way of expressing commitment to creating a safe, just, and equitable place for all.

- Continue to grow investment into resources within the school to support the GRS community and promote scholarship on social injustice.

- Continue to find ways to build community across SoHE graduate programs through professional development and research intersections.

- Offer bias training and other related workshops for all SoHE graduate students and faculty.

In terms of courses offered in SoHE, overall 64% of current graduate students were extremely satisfied or somewhat satisfied, 15% were neither satisfied nor dissatisfied and 21% were somewhat dissatisfied. Students in the PhD in CSCR named option expressed the least satisfaction with courses – 64% indicated being somewhat dissatisfied or neither satisfied nor dissatisfied. Although CSCR students expressed the lowest levels of satisfaction, this data indicates that there is room to improve the curriculum in all programs.

Open-ended feedback from students identified the following themes for curriculum improvement:

- More graduate courses taught by SoHE faculty and on faculty areas of expertise

- More courses on the specific scholarship topics of interest to current students

- Eliminate overlap between topics and theories covered in courses

- More coverage of qualitative and quantitative research methods

- There are many course choices outside of SoHE, but students do not always know which ones may be relevant for different named options.

When advanced graduate students (4th year and beyond) were asked if they received training and/or support in terms of planning for next steps beyond graduation only 29% indicated yes while 35% indicated maybe, and 35% indicated no. Thus, increasing efforts to support students in planning following graduation is an important gap within the School.

Areas for Improvement and Recommendations:

- Need to revise and expand course offerings in strategic ways that leverage intersections across PhD named options, MS, and MFA programs and faculty expertise

- Plan to address gaps in courses on qualitative and quantitative research methods

- Students voiced a desire to have more structure to complete program milestones. Consider creating a writing group for dissertators across the PhD named options. This

may also support the goal of reducing time to degree, which has been identified as a goal across the PhD named options. In particular, the dissertation period has been identified as being a time when students often get stuck and have slowed progress. Students could have a regular day/time and space (e.g., plenary) to meet and work on their dissertations. Dissertators who are off-campus could attend via Zoom.

- Increase the number of summertime research awards, as this may also help protect time to focus on research and outreach

- Find ways to encourage SoHE Professors to regularly complete workshops on effective and inclusive mentorship of graduate students.

- Continue to reward faculty for excellence in mentorship.

- Find ways to share resources and promote community among international students

- Continue to expand on ways to attract a diverse student body.

- Ensure that IDPs continue to be part of the OneSoHE Professional Development courses for PhD students. Expand on efforts for MS students to do IDP exercises as part of their Capstone course and build in meaningful IDP exercises for MFA students. IDPs into the program curriculum for MS and MFA students

- Enhance efforts to discuss career options following degree completion early on and throughout the program for all students.

Climate & Community-Building Efforts

Numerous efforts are made to create and maintain a positive and inclusive climate. These efforts begin early on with events aimed at orienting and welcoming students. For example, after students are admitted to the Human Ecology PhD, they are invited to attend an in-person Visit Day on campus (held each Spring) that includes a tour of Nancy Nicholas Hall and the research, learning, and community spaces designed for graduate students. During Visit Day, students also meet with other prospective graduate students, current graduate students, and program faculty to learn about the program and the research, teaching, and outreach opportunities. Visit Day ends with an all-school graduate student poster session, whereby prospective students can learn about the scholarship of current graduate students while they share food and drink. An important part of creating a welcoming and inclusive climate is equitable access to Visit Day. To achieve this, SoHE has an allocated budget of $8,000 (in addition to funds provided by the Graduate School) to cover the cost of travel, accommodations, and hosted meals for all accepted prospective students to attend Visit Day.

Once on campus, SoHE graduate programs host a New Graduate Student Orientation. Students first receive an orientation at the school level where they learn about funding opportunities and logistics (e.g., how to get a student ID and bus pass, how to reserve rooms, how to access the graduate student lounge, how to record employment hours for graduate assistantships, etc.). This session also highlights the welcome events for graduate students on campus (e.g., how to

learn about libraries and digital media center, etc.). Later in the day, students are then orientated to their respective PhD or MS or MFA named options. In addition to formal programming, many departments host beginning-of-the-year potlucks to welcome the new cohort of students.

As current students, graduate students have plentiful opportunities to continue building connections to their scholastic and professional communities. OneSoHE Professional Development Seminars (PDS), which are offered on a biweekly basis during the Fall and Spring semesters, provide an opportunity for graduate students to build necessary professional skills, connect with graduate students in other named options and programs, and help students find and navigate additional campus resources. Fall 2022 was the first semester post-COVID that OneSoHE PDS was offered in person; graduate program coordinators provided refreshments to incentivize student attendance, and beginning in Spring 2023, a social hour has been built into the session to provide graduate students with an additional opportunity to build community.

Lastly, the School of Human Ecology Graduate Student Organization (SoHE GSO), which began in 2019, provides an avenue for students to not only build community, but also to collectively advocate for their needs. The SoHE GSO hosts regular social events, advocates for graduate student needs to departmental and school-wide leadership, represents graduate student voices in Graduate Program Committee meetings, and runs a peer mentorship program.

Graduate Research Scholars (GRS)

The School of Human Ecology has a Graduate Research Scholars (GRS) community. These are communities organized by various schools and colleges within the UW-Madison to support the recruitment and retention of highly qualified students from underrepresented groups, including students from racial/ethnic groups with low representation in higher education and students from economically disadvantaged backgrounds. The GRS community is connected with GRS fellowships, which are competitive and merit-based fellowships that cover the cost of tuition and provide a stipend. The funding for the GRS fellowships comes from the State of Wisconsin's Advanced Opportunity Program and the Wisconsin Alumni Research Foundation. Currently, the Human Ecology GRS community allocation provides funding for seven GRS scholars/year. These fellowship slots are used as a recruitment tool to attract top-tier students and are used to support students in the final stages of their program. Eligible students can be enrolled in any of the Human Ecology degrees (PhD, MFA, or MS) and concentration areas.

While only seven Human Ecology graduate students are actively being funded by a GRS fellowship in a given year, the broader GRS community includes all human ecology graduate students identified as being part of a socially or economically disadvantaged background. Currently, the Human Ecology GRS community includes 22 students who are spread across our PhD, MS, and MFA programs. The Human Ecology GRS faculty advisory committee consists of three faculty – Assistant Professor Alvin Thomas, Assistant Professor Lydia Ashton, and Professor Marina Moskowitz. These faculty represent multiple Human Ecology graduate programs and areas of study in the broad discipline of Human Ecology. The faculty advisory board works

closely with the faculty co-directors, Associate Dean Janean Dilworth-Bart and Professor Sigan Hartley, and administrative director, Assistant Dean Michelle Holland.

As a community, the Human Ecology GRS faculty co-directors, administrative director, faculty advisory committee members, and GRS graduate students meet twice per semester to discuss topics of interest and to build community. The faculty advisory committee members regularly attend these community meetings and are actively engaged in discussions and activities. In addition, they share perspectives and strategies with GRS graduate students through informal dialogues in the hallways, classrooms, etc. Building networks and connections outside of the classroom and formal faculty advisor/graduate student relationships has been beneficial to both the faculty and graduate students. Engagement from the GRS scholars and the faculty advisor committee has helped to foster a welcoming, supportive, and inclusive community. Each year, the faculty advisory committee is also asked to provide feedback on the planned professional development topics and activities, which is used to strengthen the program each year.

The School of Human Ecology provides meeting and event support for all GRS community events to ensure there are food and beverages to share at each meeting. For the current year (2022-23), all GRS scholars received a copy of the book "A Field Guide to Grad School: Uncovering the Hidden Curriculum" by Jessica McCrory Calarco. During the GRS Community meetings, the faculty co-directors lead the group in a discussion of chapters. Faculty advisory board members chime to share their own experiences and offer advice or reflection.

With the addition of our newly recreated Assistant Dean for Graduate Program Administration position (Michelle Holland), we are now able to offer individual check-in meetings with all GRS students to provide assistance with program logistics (e.g., getting signed up for courses), check in about personal wellness, and to discuss any obstacles to success. This check-in meeting provides an additional way for GRS students to seek out advice and support that is separate from that of their program advisor or program faculty.

The Human Ecology GRS Community is relatively new and still growing. We have not yet implemented formal exit interviews with GRS students, but regularly seek feedback through individual meetings with Assistant Dean Michelle Holland and via climate surveys and exit interview data, as well as through discussions about training needs during our regular GRS Community meetings. One continuing item of feedback is from GRS scholars reporting that they need more than one year of fellowship as a dissertator to ensure timely completion of their degree. This feedback helped lead to the newly established Human Ecology Equity and Justice Network (E&J Net) Dissertator award. Feedback from GRS students also led to the newly Human Ecology Graduate Student Hardship Funds. These funds (up to $1,500 per award) are open to all Human Ecology students and intended to help ease the burden of unanticipated or emergency financial hardships that impede students from engaging in their program and scholarship.

Student Support Services

Professional Development

Human Ecology PhD students participate in a for-credit introductory professional development seminar during their first semester (InterHE 801). This course includes exploration of careers, as well as professional skills that students will be developing throughout their program (e.g., creating a research statement, CV, how to conduct literature searches and reviews, conference presentations etc.). SoHE also offers several one-credit classes on issues relevant to working in nonprofit organizations. While these courses are not required, students may elect to enroll in them, especially if their career interests intersect with nonprofits. During graduate school, many students also work with community-based organizations as part of research projects that they or their advisers lead. Through this kind of experience, the students learn about opportunities to do important work outside of a university setting.

SoHE graduate programs also host the ongoing [OneSoHE Advanced Professional Development Seminar series.](#) This series offers regular sessions throughout the academic year and covers topics such as how to write a cover letter for jobs, creating a teaching and research statement, the peer review process, dissertation grants, Individual Development Plans, job negotiation, and mentor-mentor-mentee relationship. Faculty and graduate students across the school lead the sessions and they are designed to be interactive (e.g., large and small group discussions, writing exercises, etc.). While PhD students must attend six sessions, all students (MS and MFA) are invited to all sessions. Among the most well-attended sessions are career panels in which we invite alumni of our programs and/or others who have a PhD in a field similar to ones SoHE offers. These seminars highlight careers outside of academia and panel members discuss their job, how they learned about and applied for it, and recommendations for skills and professional products needed for their position. Given that an increasing number of Human Ecology PhD students are interested in these types of positions, the School of Human Ecology recently appointed Christine Whelan, Teaching Faculty, to serve as a fellow who can meet with students to provide guidance on how to develop resumes and apply for non-traditional academic jobs.

All SoHE graduate students have the opportunity to gain teaching experience as teaching assistants, and occasionally, as student lecturers, regardless of their academic program. SoHE also offers resources to graduate students growing in their professional competency as teaching assistants or lecturers. The Human Ecology [Teaching Pathways](#)document serves as a resource to help students understand the steps to take during graduate school to learn, practice, lead, and launch a successful career in teaching. Jennifer Gaddis, an Associate Professor in Civil Society and Community Studies and Jane Rafferty Thiele Faculty Fellow, supports graduate student professional development as educators via the Feedback on Teaching (FoT) program, which provides graduate students with the opportunity to receive feedback on their teaching practice

from instructional colleagues in a supportive and non-evaluative environment. New in Fall 2022 are student-led teaching chats and the SoHE TA Community of Practice, which provides SoHE TAs a space to receive peer support related to all aspects of the undergraduate instructional environment.

Additionally, many graduate students in Human Ecology go onto careers focused on research. The Research Pathways document outlines stages for research development, examples of research skills and competencies, and SoHE and UW-Madison opportunities and resources for developing these skills and competencies. It is not expected nor necessarily recommended that students engage in all of the opportunities/resources, but rather students are encouraged to work with their faculty advisor to create a plan that identifies the opportunities and resources most relevant and appropriate to their scholarship.

Annual Review of Graduate Students

Each year, all SoHE graduate students submit the Annual Review of Graduate Students (ARGS). The ARGS report is reviewed by at least two faculty who are not the students' primary faculty advisor to allow them to get feedback outside of that of their primary mentor. Student progress based on ARGS is then discussed at an all-faculty meeting in each unit. Following this discussion, each graduate student receives written feedback that addresses their program process, accomplishments, and goals for the year ahead. The ARGS reports are typically due in March/April each year and students will receive feedback by the end of the spring semester.

The goal of ARGS is to allow students to reflect, review, and catalog their accomplishments of the past year. They are encouraged to tell their story and identify the impact of their academic work. Students highlight what professional skills they want to develop and how they are taking steps to do so. It is an opportunity for graduate students to meet with their faculty advisor and/or faculty committee to discuss progress in the program.

Consistent with faculty reviews, SoHE uses Watermark Faculty Success (formerly Digital Measures) software to collect the graduate student ARGS reports each semester. This allows for graduate program administrators to review the data on an individual level, but also track it as a whole across the graduate programs.

Graduate Program Financial Resources and Graduate Student Funding

Financial Resources

Below is a summary of the financial resources that the SoHE Graduate Programs (PhD, MS, and MFA) currently draws on to support graduate students. The below does not include support (PA, RA, other) that stems from external grant funding obtained by individual SoHE faculty. It also does not include resources from faculty-initiated sources on campus (e.g., Fall Competition) or departmental funds that can be allocated to the creation of additional TA positions and/or otherwise fund graduate student activities (e.g., cover additional conference travel costs). These

funds also do <u>not</u> include grants/fellowships that are initiated by graduate students (Fulbright fellowships, Institute for Research on Poverty or Waisman Center fellowships).

- 4.25 FTE = 8.5 50% TA positions allocated across the School
- 2 graduate student named Teaching Fellowships
- 5 graduate student named Project Assistantships
- Graduate School University Fellowship funds totalling $229,789
- Graduate School Graduate Research Scholars (GRS) funds totalling $328,463
- $166,300 in graduate student scholarships
- $8,000 for covering the cost of travel and hotel stay for Visit Day
- $2,500 for food for graduate student events (professional development seminars)
- $300 for Graduate Student Organization (GSO) initiated events and supplies for the graduate student lounge

Fellowships and Assistantships

All graduate student fellowships are funded at a standard rate, determined each year by the [Graduate School](#). A 50% appointment means that students should be spending approximately 20 hours per week, or 50% of their work hours, on activities directly related to the funding. For the 2022-2023 academic year, a nine-month teaching assistantship (TA) funded at the 50% rate provided fellows with a total stipend amount of $21,115 and a nine month fellowship provided a total stipend amount of $23,727.

The School of Human Ecology offers several named fellowships for graduate students. Two of the fellowships (Jane Hampton Ausman and Robin A. Douthitt) are intended to provide advanced (i.e., beyond typical teaching assistantship) mentored training in teaching. Specifically, these fellowships, funded at 50%, pair a graduate student with a faculty or faculty associate for the purpose of providing a substantive classroom teaching experience. The assistantship involves guidance on course development and instructional techniques for teaching undergraduate courses or sections. The assistantship is intended to support top graduate students (incoming or continuing) who are seeking teaching experience in preparation for a career in higher education. It is also intended to help the School develop innovative teaching and learning pedagogies (e.g., advance Educational Innovation).

One of the most recent efforts in this regard is the School of Human Ecology's creation of the Equity and Justice Network (E&J Net). The Equity and Justice Network provides funding for one dissertation completion fellowship for a student who is from socially-or economically-disadvantaged groups or whose scholarship is focused on promoting social justice. This fellowship is aimed at graduate students who may need a final boost of dedicated time and financial support to complete their dissertation. In addition, the Bridget and James Coffing Fund for Family Advocacy provides scholarship funds (up to $2,000 per award) to support the summertime scholarship and professional development of Human Ecology graduate students who are GRS-eligible and/or whose research, outreach, and creative work focus on ameliorating social injustices and enhancing diversity, equity, and inclusivity.

Graduate Student Named Fellowships	
Jane Hampton Ausman Teaching Assistantship	50%, 9-month TA appointment Advanced Teaching Training
Robin A. Douthitt Graduate Teaching Fellowship	50%, 9-month TA appointment Advanced Teaching Training
Jane Davies Holloway Graduate Fellowship in Child and Family Well-Being	50%, 9-month TA appointment Research Training
Leola Culver Graduate Fellowship in Early Childhood Development	50%, 9-month TA appointment Research Training
Nelsrud Family Graduate Fellowship in Early Childhood Development	50%, 9-month TA appointment Research Training
Shannon Graduate Fellowship in Early Childhood Development	50%, 9-month TA appointment Research Training
Linda Ahlers Graduate Fellowship in Retailing, Design and Innovation	50%, 9-month TA appointment Research Training
Susan Bakke Graduate Fellowship in Retail, Entrepreneurship and Design	50%, 9-month TA appointment Research Training
Equity and Justice Network Dissertation Fellowship	50%, 3 to 12-month Fellowship Dissertators

All SoHE graduate students making satisfactory progress towards their degree are given first priority for teaching assistantships (TA) in the School. Based on feedback from graduate students, the School has recently worked to provide greater transparency in the process for posting and assigning graduate students to TA positions. Toward this goal, an email is sent to all Human Ecology graduate students with a link to a survey listing available TA positions for the following year. Students interested in a TA position are able to select the top three positions they are interested in and provide information on how the position fits their expertise, skills, and professional development goals. Human Ecology graduate students in a PhD or MFA program who are in good standing are given priority, as they have been given guaranteed funding commitments as part of their admission to the program. Human Ecology MS students are considered for remaining positions, followed by campus-wide calls to fill positions. In addition to these guidelines, the following considerations are used to fill TA positions:

- Fit between the needs of the course and the graduate student's professional experiences, skills, and expertise

- Graduate student's track record of TA experience (or reasonable evidence of student's ability to perform TA duties)

- Course content and instructional needs match student's professional development goals

- Timing of instruction fit with the student's availability

Other Human Ecology students are funded by Program Assistantships (PA) or Research Assistantships (RA) stemming from faculty research or projects. Over the past ten years, an average of 19.6% of the SoHE Masters students (MFA and MS) received a PA and an average of 10.8% received an RA each year. Of the SoHE PhD students over the past ten years, 31.7% received a PA and an average of 12.6% received an RA each year.

Scholarships

The School of Human Ecology currently offers $166,300 in graduate student scholarships annually. This equates to approximately $1,600 per graduate student per year. These funds are in addition to fellowships or graduate assistantships and are intended to support the research, outreach, creative work, and professional training of students. Some of these funds are also allocated as monetary awards to recognized graduate student excellence. Over $15,000 annually is awarded to graduate students seeking funding to travel to professional conferences. Just under half of these funds are reserved for first- and second-year PhD students to attend conferences and begin building networks with scholars in their field of study. The other half of the funding is reserved for students who have been invited to present at a conference. Several departments also allocate additional scholarship funds to match SoHE-level conference travel scholarships to ensure that students who are invited to a conference in their program are fully funded to attend. A subset of the funding is allocated as hardship funds to reduce unanticipated or extraordinary financial burdens that impede student scholarship. The table below summarizes the funding and awards administered at the School level and provides links to a fuller description of the award. Department award criteria are determined by Graduate Program Committees on an annual basis.

Graduate Program Scholarships	
Award Category	**Award Details**
First Conference Guarantee (PhD or MFA)	$500 max. 12-16 awards/year
Conference Travel Scholarships (PhD, MFA, or MS)	$650 max ($750 int'l max) 18-20 awards/year
SoHE Capstone Award (MS)	$500 max. 2-3 awards/year
Summertime Research (STAR) Award (PhD or MFA)	$2,500 max. 10 - 12 awards/year
Dissertation/Thesis/ Project Awards (PhD or MFA)	$3,500 max. 7 - 8 awards/year

Graduate Student Scholarship for Research, Outreach, and Training on Cooperatives (MS, MFA, or PhD)	$1000 max. (travel or professional development) $4,000 max. (research or outreach) 1-3 awards/year
Schurch Thomson Graduate Research Excellence Award (PhD or MFA)	$3,500 max. 1 to 2 awards/year
The Seventh Generation Fund (Native Initiative) (PhD, MFA, or MS)	No max. 1 - 3 awards/year
Bridget & James Coffing Funds (PhD, MFA, or MS)	$2,000 max. 1-2 awards/year
Outstanding Graduate Student Mentor Award (PhD, MFA, or MS)	$500 max. 1 award/year
Graduate Teaching Excellence Award (PhD, MFA, or MS)	$500 max. 1 award/year
Dean's Emergency Assistance Funding (PhD, MFA, or MS)	$1,500 max. 8-10 awards/year

While we are proud of the scholarship funding that we can offer, we have identified several areas for growth:

- Human Ecology PhD students are highly engaged in research activities across all stages of the program. This work is often made possible through the School's Summertime Academic Research (STAR) Awards, but only a limited number of students receive support. We would like to see a greater number of awards being made to students, and at a higher dollar value (e.g., $3,000 instead of $2,500) given the increase in travel, supply, and general expenses. In addition, to assist with student recruitment, we would like to offer each successful applicant a STAR award as a part of their program admission package.

- PhD and MFA students regularly apply for the Conference Travel Scholarship ($650, or $750 for international travel), as well as the PhD First Conference Travel Award ($500). Due to the exponential increase in travel costs, accommodations, and conference fees mean that the awarded amount is often only a fraction of the total cost. We believe conference participation is an important part of the graduate student experience and would like to see more and greater travel scholarships available ($1,300, or $1,500 for international travel).

PhD in Human Ecology

The School of Human Ecology offers a PhD in Human Ecology related to one of four concentrations or named options. The common theme tying PhD students together across these named options is the interdisciplinary study of people within the context of ecological settings (social, societal, economic, built, and natural).

1. **Civil Society and Community Research (CSCR)**: The CSCR named option provides graduate training focused on the theoretical foundations of grassroots organizations, nonprofits, voluntary associations, and social networks that strive to benefit the common good. With an emphasis on mixed-method inquiries that integrate participatory approaches with advanced quantitative and qualitative analysis, this program prepares students to use the processes of research and outreach to strengthen and make a positive impact on civil society. Graduates from the PhD CSCR named option are well-prepared for careers in academic settings, as well as in non-profit organizations and government agencies.

2. **Consumer Behavior and Family Economics (CBFE)**: The CBFE named option offers graduate training focused on applying social science theories to understand household and consumer interactions within the marketplace and the public sector. Students undertake research in consumer decision-making affecting the social and economic well-being of individuals and families. The program considers the various dimensions of well-being, including economic/financial security, consumer empowerment, health, food security, sustainability, and the public policy that affects those dimensions of well-being. The program is interdisciplinary; current faculty have degrees in diverse fields including economics, marketing, sociology, social work, and consumer science. Some faculty have joint appointments with Cooperative Extension, providing students with opportunities for training in outreach and applied research.

3. **Design Studies (DS)**: The DS named option offers graduate training for students interested in design and its relationship with human environments, the human body, textiles and other material objects. It is highly flexible, as each student works closely with their advisor and graduate committee to design a custom-fit curriculum, preparing students for professional design careers, art careers, specialized research, teaching in higher education, museum or archival work, community engagement, and entrepreneurial endeavors.

4. **Human Development and Family Studies (HDFS):** The HDFS named option provides an interdisciplinary approach to understanding and studying development and family processes across the lifespan, with an emphasis on real-life application.

Degrees and Requirements PhD

[Human Ecology Graduate Program Handbook](#)
[Human Ecology PhD GUIDE](#)

The minimum credit requirement for the Human Ecology PhD is 51 credits. Course requirements are structured around nine common learning outcomes, as well as disciplinary topics, and allow for flexibility to meet individual student needs. The Human Ecology PhD minimum residence credit requirement is 32 credits, and the minimum graduate coursework requirement states that at least 50% of the graduate degree credits must be coursework designed at the graduate level; thus, at least 26 graduate-level credits must be taken toward the PhD. Prior graduate coursework is allowed as transfer credits from other graduate institutions, an undergraduate career at UW-Madison, and from university special student career at UW-Madison in accordance with the Graduate School policies. A maximum of 18 post-baccalaureate credits taken at another institution (with a maximum of 9 special student credits as part of the 18) may be counted toward the credits required for the PhD degree, provided the credits are judged appropriate to the graduate program by the program faculty.

In addition to the degree credits required in the program, every graduate student also completes a doctoral minor or graduate/professional certificate to ensure breadth in accordance with the Graduate School [policy](#) on minors. Minors are at least 9 credits in a particular area; many students choose a distributed minor, meaning they select courses from across campus to build a custom minor that enhances their doctoral education. The distributed minor is by far the most popular in Human Ecology graduate programs and in other graduate programs on campus. There is also the option for graduate students to select a minor in a specific department on campus such as educational psychology, public affairs, and print culture history. A list of all available minors can be found on the Graduate GUIDE [website](#).

Student Learning Outcomes

1. Articulate challenges, frontiers and limits with respect to theory, knowledge or practice within the area of study.

2. Formulate ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within one's area of study.

3. Consider the role of social, political, ethical, and economic contexts of research and creative scholarship in one's area of study.

4. Consider the role of multiple paradigms for describing reality in one's area of study.

5. Contribute to advancing the Human Ecology perspective by reflecting the relations among humans and their natural, social, and built environments and applying an interdisciplinary and/or transdisciplinary lens in one's area of professional practice.

6. Create research, scholarship or performance that makes a substantive contribution to one's field.

7. Reflect the nature and significance of diversity in one's area of professional practice.

8. Communicate complex or ambiguous ideas in a compelling manner to a variety of audiences.

9. Foster ethical conduct and professional guidelines.

Student Profile

The Human Ecology PhD has experienced significant growth within the past decade; from Fall 2013 to Fall 2022, the program has nearly doubled, growing from 42 to 78 students. The named options in Civil Society and Community Research (CSCR), Consumer Behavior and Family Economics (CBFE), and Design Studies (DS) in particular have experienced tremendous growth. The CSCR a increased from eight to twenty students and the DS program went from four to eleven students. HDFS, which has consistently been the program's largest named option, expanded from sixteen to thirty-one students. Meanwhile, CBFE has nearly quadrupled, growing from four to seventeen students in the same period. Across the PhD named options, approximately one in four students is an underrepresented student of color, and approximately one in three students is international.

Degree Completion and Time to Degree

For PhD cohorts admitted for the 2010-2011 to 2015-2016 academic years, Human Ecology had a completion rate of 58.1%, compared to a University-wide average PhD completion rate of 66.7%. Approximately half of Human Ecology PhD students complete their doctoral degree in 6 years. Relative to the average for other UW-Madison PhD programs, Human Ecology PhD students were also more likely to leave without an MS degree (19.4% versus 10.4%). However, this latter finding is more of a reflection of how the Human Ecology PhD named options were historically structured. Specifically, the Civil Society and Community Research (CSCR) named option did not offer a program-specific MS along the way to a PhD until 2022. In order to correct this issue, in 2022 SoHE created a non-admitting MS in Human Ecology Research degree that can be earned along the way by students in all PhD named options. Clear language about earning an MS along the way to a PhD is also now included in Handbooks.

The Graduate Program Committee has several ideas as to why the Human Ecology PhD program has a lower doctoral completion rate than campus as a whole. Many of these ideas are named option specific and thus covered in the sections below. However, we also highlight some considerations that apply across named options.

First, the Human Ecology PhD experienced significant change and growth within the period represented in the data. At the same time that the program nearly doubled in size, the Consumer Behavior and Family Economics (CBFE) named option shifted to a milestone-based model of student progression to address their long time to degree, and the Human Development and Family Studies (HDFS) named option modified their preliminary exam and dissertation defense process as they noticed it becoming a bottleneck for students. These

changes were enacted between 2015-2017 and thus it is likely to be several more years before gains from these changes are observed.

Next, the interdisciplinary and applied nature of the Human Ecology PhD leads to a higher occurrence of PhD students exiting prior to receiving a doctoral degree. The field of Human Ecology lies at the intersection of research and application. Students enroll in our program in order to gain expertise in theory and research relevant to promoting well-being in individuals, families, and communities. In addition to research, engaging in outreach and the translation of research into practice is a key part of SoHE's mission and the training that our PhD students receive. Through these experiences, some students determine that community-oriented work, outreach, or applied work is where their passion lies. They are able to obtain career positions focused on such work without a PhD, often by leveraging connections with non-profits or governmental agencies that were developed while at SoHE. Given this trend, two years ago, SoHE created a Faculty Fellow position that supports 5% of a faculty member's efforts to create a series of workshops on non-academic career pathways for PhD students and to assist the students interested in these types of careers with preparing job application materials.

While we do not interpret the finding that a subset of our PhD students exit the program prior to receiving a PhD as being inherently negative, we are nonetheless working to ensure that candidates for our PhD program are as aligned as possible with the learning objectives of the program. In the fall 2023 application cycle, all programs were required to interview graduate student candidates being seriously considered for the program. This has allowed us to not only assess the strength of an applicant, but also how well their research interests align with available faculty mentors, and how their goals align with what our program can provide.

It is important to note that many of our graduate students are completing their program while also balancing family obligations, including parenting. SoHE created a [Parental Accommodation policy](#) to support the well-being of students and retain them in the program during the transition to parenthood and/or when new parenting roles are taken on. This policy includes up to six weeks of paid leave from graduate assistantships (in addition to sick leave, which may also be used toward parental leave in accordance with University policy), as well as extensions on completing coursework and program milestones. In the last two academic years, this policy was used by six PhD students. Even with our Parental Accommodation policy, students also took a leave of absence from the program, which delays their time to degree and has contributed to existing the program prior to degree completion. Beyond the transition to parenthood, the Covid-19 pandemic has also contributed to a higher volume of other family care obligations for our students.

Finally, the small size of each PhD named option, MS, and MFA program means that even if only a small number of students are exceptionally slow to graduate or leave without completing their degree, the averages are shifted.

Consumer Behavior & Family Economics (CBFE)

- SoHE Self Study
- [Overview of SoHE Graduate Programs](#)
- [PhD in Human Ecology](#)
- [PhD Overall Analysis](#)
- [PhD in Human Ecology Data](#)
- [CBFE Data](#)

Recruitment, Admissions, and Enrollment

In 2012-2013 the CBFE program decided to focus on PhD students and no longer admit MS students. The program received a large share of international student applications, as well as transfers from the Economics and Business departments. However, student applicants were not well-matched to the applied nature of research by CBFE faculty. Students tended to be in two camps: consumer behavior, which is more related to marketing and business, and then family economics, which is more related to policy analysis and reduced form microeconomic analysis. These camps still exist, but students are required to take part in training for both fields. Traditional consumer science is a mix of these fields.

In 2016, the CBFE named option changed from a model where faculty advisors admitted students to a cohort model with a series of milestones (qualification exam, field paper, proposal, defense). In this new cohort model, students pass the first-year qualification exam before they are matched with a faculty mentor, with a field paper in the second year as a mechanism to match student to faculty mentors, as well as to make sure students demonstrate the ability to develop an independent research project. This change resulted in several years of declines in admissions and applications. However, this model has been useful for improving the quality of students involved with faculty at later stages of the PhD program. For the past five years, the PhD in CBFE named option has had 3.2 new enrollees per year and a yield rate ≥ 50%.
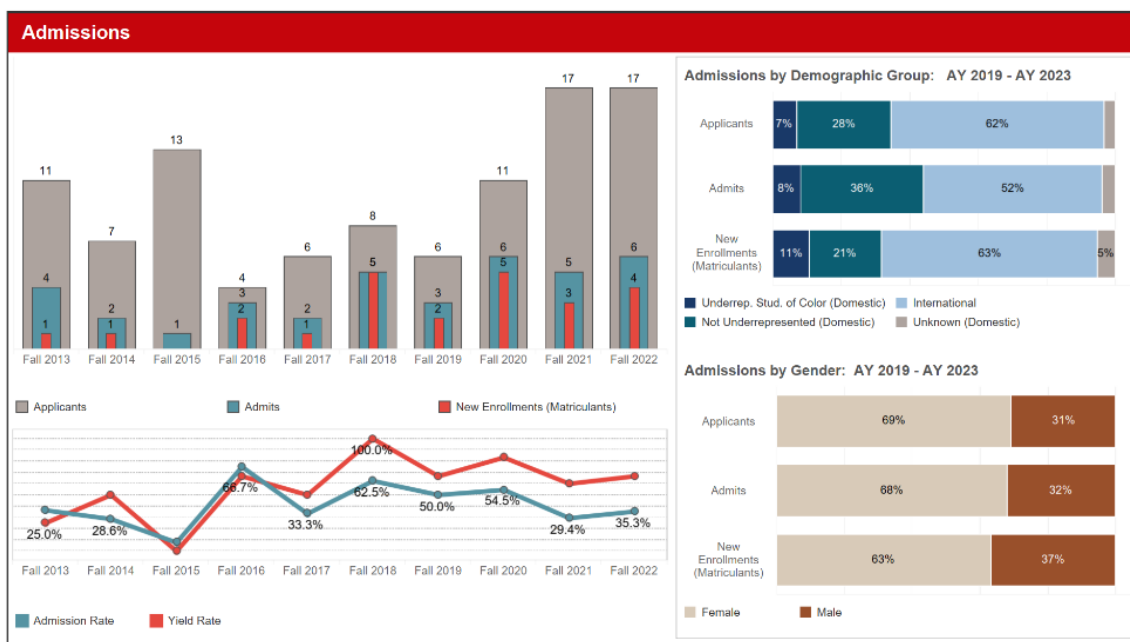
In the last five years, on average 67.6% (ranging 60-70%) of students enrolled in the PhD in CBFE named option were international and 44.4% (ranging 40-30%) were domestic. An average of 5.2% (ranging 0-20%) of students were domestic and from an underrepresented racial/ethnic group. On average, 59% (ranging 40-70%) of enrolled students reported a gender of female. Moving ahead, one goal for the program is to increase the number of students from underrepresented racial/ethnic groups who apply and are admitted into the program.

The overall PhD in CBFE named option has grown from 4 to 5 students (2012 to 2013) to 16 students in 2021. In terms of goals moving ahead, the PhD in CBFE named option is at a great place to slightly grow the program to admit a yearly cohort of five students. This would give the named option a total student body of 20-25 students, recognizing that some students will fail to pass preliminary milestones and some will take more than four years to complete the program. To accomplish this goal, the ideal applicant pool for the PhD in CBFE would be around 20 students, with half international and half domestic. Strong applicants from undergraduate programs can be successful, but students with work experience (especially research-related experiences) or who have a MS degree are preferred. The program is not well designed for part-time or online students—it is designed as an in-person, full-time experience. We recognize that this limits our mix of students, but given the small number of our faculty believe that operating two styles of programs would be challenging and diminish program quality.
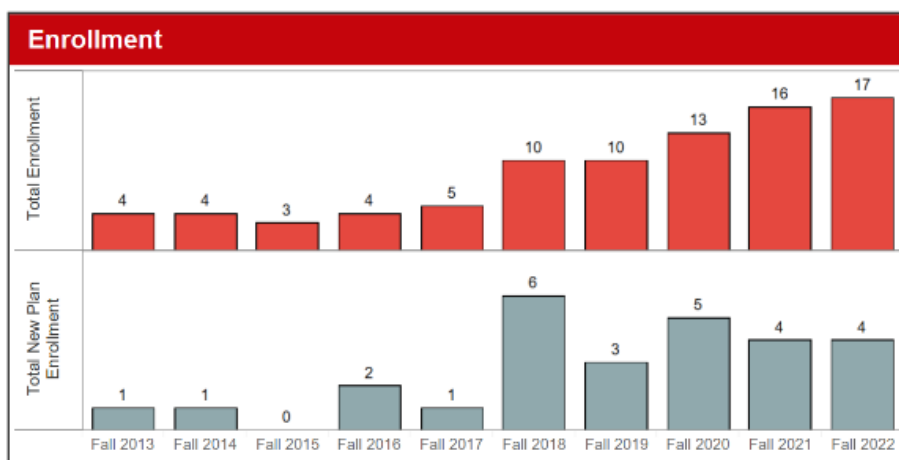
In 2019, the PhD in CBFE named option developed a marketing and outreach strategy, including a postcard mailer and mailing list to recruit students through faculty networks. The program promoted the new cohort milestone model, as well as a focus on preparing students for academic careers in consumer science, family economics, public policy and social and family welfare. Since 2019, the share of applicants from the US has increased, as well as a shift towards applicants from India as opposed to Korea and China.

The ideal student has a strong background in economics and finance, as well as basic econometrics. Although an MS is not required, students admitted directly from an undergraduate program tend to require five or more years to graduate. Many students want strong skills in data analysis, and some also desire mixed methods or qualitative methods. While CBFE faculty do not have strong capacity to support qualitative methods, there are several

faculty members (e.g., Halpern-Meekin, Vang, and Pate) in the other School of Human Ecology graduate programs, some of whom have a shared appointment in the Consumer Science department, who have expertise in qualitative methods that can serve on committees and co-mentor students. In addition, the School of Human Ecology plans to expand course offerings on qualitative methodology with new faculty hires in the Civil Society and Community Studies and Human Development and Family Studies departments.

Transfer students from UW MS programs, including Economics and Public Affairs, are a potential channel for recruiting students into the PhD in CBFE named option. There may be additional opportunities to recruit transfer students into the program from MS programs where some students have an interest in consumer policy and family research. Establishing connections with Graduate Program directors and administrative staff in relevant MS programs may be a good initial step toward increasing awareness about the PhD in CBFE program.

Outside of recruitment through UW, the strongest channels for applications are faculty peer networks and existing students. The CBFE mailing list remains relatively small (<100 contacts) and faculty have not invested in recruitment at conferences or ongoing mailings or social media to promote the program. Moving ahead, it will be important to devise a plan for growing its mailing list and to develop a recruitment plan for strategically investing in program recruitment opportunities and social media.

Together with broader school initiatives, efforts are made to recruit underrepresented students through targeted programs (e.g., National Name Exchange and McNair), however, the program has not had much success in this regard. Top students from underserved backgrounds often gravitate towards more mainstream disciplines (e.g. sociology or economics) rather than a less well-known field. Developing new recruitment materials and creating strategies for partnering with HBCUs, Tribal Colleges, and other high minority-serving institutions to develop networks, collaborations, and build awareness of the CBFE PhD program will be important for increasing diversity of students in the program moving forward.

Advising, Mentoring, Student Community and Climate

The CBFE program has a cohort model with a series of milestones that students complete. The Graduate Program Director serves as the advisor for all first-year students as they move through coursework. Upon completion of their first-year qualification exam, students begin to identify a primary advisor whose work is well-matched to their own interests, often while they are developing their field paper (a milestone they complete in their second and third years)

The cohort model fosters shared experiences and milestones, where students take classes together and, in their first year, often prepare for the qualification exam together. The students in the department also organize socials across cohorts to foster community.

In addition to one-on-one advising, the CBFE program includes a weekly seminar for graduate students to present their work in progress. This workshop is attended by CBFE faculty and students, and students present work in all stages (from concept to full paper).

Students receive additional mentorship through their TA and RA responsibilities as they proceed through the program. While most students enter the program with a TA position (unless they have received a fellowship), they often identify RA opportunities within and outside the department to gain hands-on research experience. Students are encouraged to engage with UW centers and departments and often find additional mentors and dissertation committee members through these affiliations.

Finally, each spring the students meet with faculty to discuss their annual progress in the program, with attention to upcoming milestones and any challenges they are facing.

Curriculum and Training

CBFE Program Handbook
CBFE GUIDE

Students in CBFE take part in an all faculty and student workshop each August. This is a combination of professional development, team building and orientation. During the semester, all students and most faculty take part in a required weekly workshop that includes presentations on current student research and feedback. We also address professional development and preparation for conferences and the job market. The student listserv is active with 3-4 messages per week on activities at SoHE and across campus, as well as calls for papers and job opportunities. Students also meet with faculty (usually two) on an annual basis for a review of their current progress in the program. In addition to providing guidance, this touchpoint serves as an opportunity for students to check-in with faculty on how they're doing and to provide updates on their goals as well as feedback on the program and school more generally.

Coursework: Students complete required courses in theory and methods in their first year of the program. They are then tested on their comprehension and application of theory and methods in their first milestone (qualification exam that takes place at the end of year 1). In addition, students are encouraged to take PhD-level courses in other social science disciplines as relevant to their interests. In all years of the program, they are required to take a one-credit weekly seminar that provides a dedicated space for professional development, student-led research presentations on works in progress, practice job talks, and guest lectures from faculty.

Funding and Scholarships

We encourage students to apply for support from academic associations such as American Council on Consumer Interest (ACCI) and the Association for Financial Counseling & Planning Education (AFCPE). Awards from such associations not only help defray the cost of scholarship activities but also add to the student's CV in important ways. Each year 1-2 students apply for these awards.

Degrees, Completion, and Outcomes

The average time to degree has fluctuated (2.3 to 6.5 years) and most recently was 6.0 years. However, the small number of students in the program can make this average less meaningful. Overall, 44.4% of students received their PhD in 5 years or less, and 22.2% took 5 to 6 years.

Across the past 10 years, 33.3% of students took 6 or more years to complete the program. It is important to note that the program shifted to a cohort-based milestone model and revised the preliminary exam process to address the historically long time-to-degree. These changes were made in 2016 (first implemented with the Fall 2017 cohort), and thus the effects of these
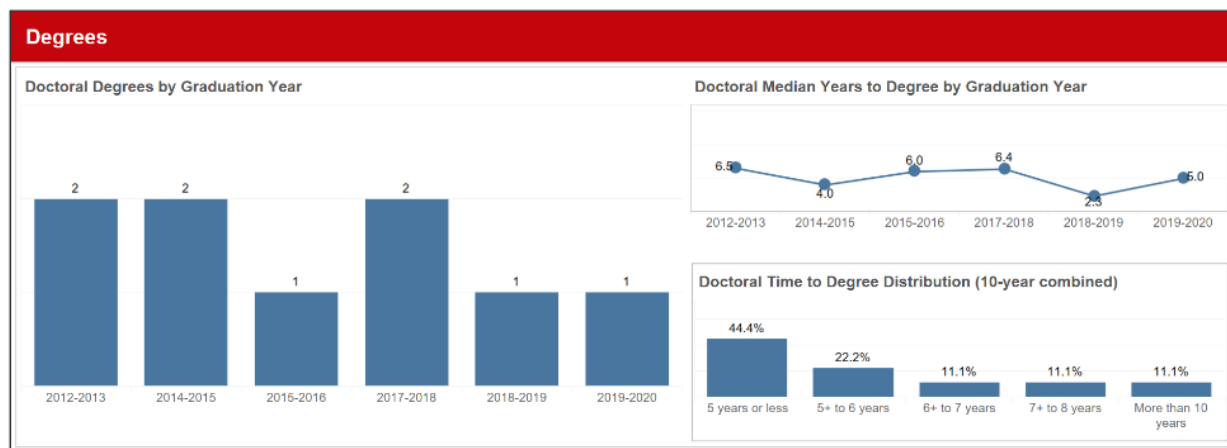
changes have yet to emerge in the data. In general, time-to-degree is shifting down with our cohort model and we expect this to continue to improve. At times, students delay time-to-degree strategically if they can obtain funding to do so.

The PhD completion rate across the past 10 years is 63.6%. All students (36.4%) who did not complete the PhD degree left the program after having received an MS degree. Early departures from the program are largely determined by milestones - namely the first year qualification exam and the third year field paper. These milestones ensure that students are taking on a degree that is a good fit with their interests and academic strengths. If students leave early, they can receive a Masters, conditional on meeting credit requirements for that degree. Once milestones are completed, most students continue on to complete the program.

Each year the qualification exam and field paper have proven to be a good mechanism to identify students who will be successful in proposing a dissertation and engaging in independent research. Students who exit with an MS are able to obtain positions in industry. Students who become dissertators are competitive in the academic and non-academic markets. CBFE students are regularly invited to present peer-reviewed presentations at national conferences (APPAM, ACCI, PAA, etc), including based on sole-authored projects not only
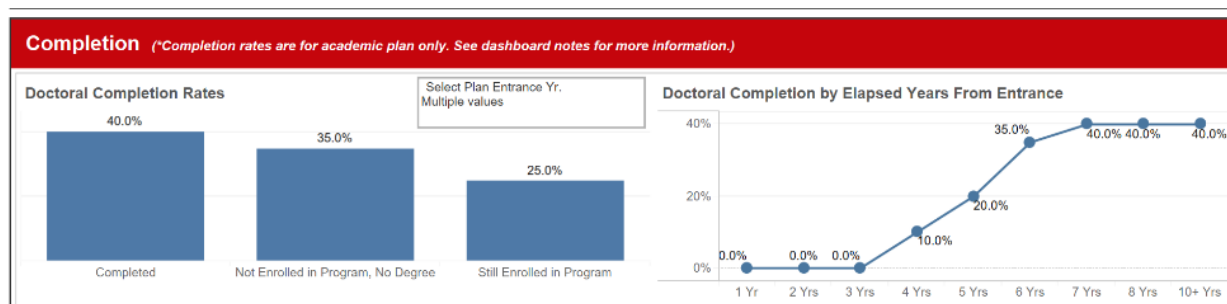
faculty-driven projects. All students are required to maintain an individual development plan with the Graduate School.

The primary goal of the PhD in CBFE named option is to prepare students for faculty positions in research institutions. However, the program also prepares students for work in think tanks, foundations and private industry. In the last 10 years, CBFE PhD graduates have been placed at the University of Arkansas, University of Alabama, University of Rhode Island, University of Georgia, University of Buffalo, Sussex University (UK) as well as in industry. 100% of graduating students have gone into research positions and 75% have been placed in tenure-track academic positions. The program has a Job Market Committee that provides advice and guidance for students in the job market each year.

Civil Society & Community Research (CSCR)

- SoHE Self Study
- Overview of SoHE Graduate Programs
- PhD in Human Ecology
- PhD Overall Analysis
- PhD in Human Ecology Data
- CSCR Data

Recruitment, Admissions, and Enrollment

After a few years of fluctuating numbers, the PhD in CSCR named option has had a relatively steady number of applicants, admissions, and new enrollees, with an average of 11.4 applicants, 5.8 admits, and 4.0 enrollees (with the exception of an admissions pause for Fall 2022). The percent of admitted applicants (i.e., admission rate) has averaged 50.5%, and the number of admitted students who enrolled (i.e., yield rate) has averaged 69.4% in the past 5 years. This high admission and yield rate are not problematic in and of themselves; howe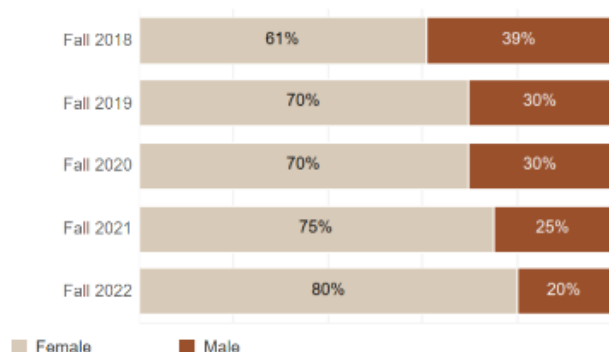ver, when paired with a fairly low degree completion rate of 54.5%, it suggests there may be a mismatch between the needs of enrolled students and the opportunities the program provides.
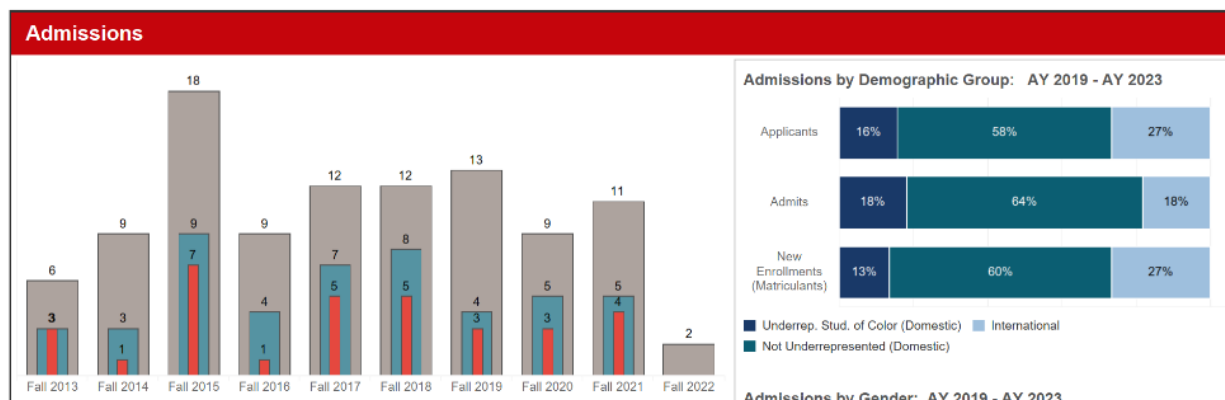
Within the School of Human Ecology, the PhD in CSCR named option in particular has had good success in attracting and enrolling students from underrepresented racial/ethnic groups, with an average of 39.4% (ranging 33-47%) of enrolled students belonging to a domestic underrepresented racial/ethnic group each year in the last five years. The named option has also seen an increase of female enrollees, growing from 58% in 2017 to 75% in 2022. There has been a growing number of international students, with the PhD in CSCR named option having 20% international students in 2022. Students enrolled in the PhD in CSCR are also diverse in terms of their academic and career backgrounds, coming to the program with bachelor or master's degrees from a variety of disciplines. Across time, an increasing number of students have had several years of work experience prior to entering the program. The mean age of CSCR students has ranged from 32-37 years over the past 10 years, highlighting that many of our students do come to us straight out of their undergraduate degree and instead are often at

other life stages. Having had prior work experience is seen as a strength, as students' academic interests are often strongly informed by their years in practice.

Enrollment by Gender

	Female	Male
Fall 2018	61%	39%
Fall 2019	70%	30%
Fall 2020	70%	30%
Fall 2021	75%	25%
Fall 2022	80%	20%

Enrollment by Demographic Group

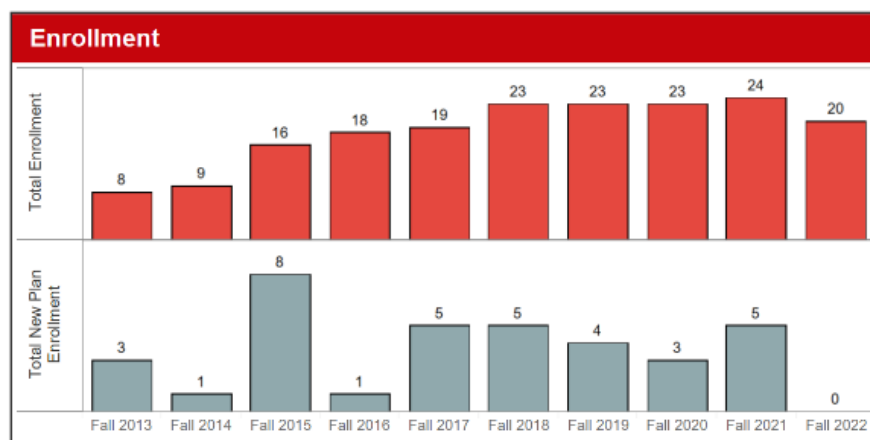|	Underrep. Stud. of Color (Domestic)	Not Underrepresented (Domestic)	International	Unknown (Domestic)
Fall 2018	39%	43%	9%	9%
Fall 2019	39%	48%	13%	
Fall 2020	39%	48%	13%	
Fall 2021	33%	50%	17%	
Fall 2022	35%	40%	25%	
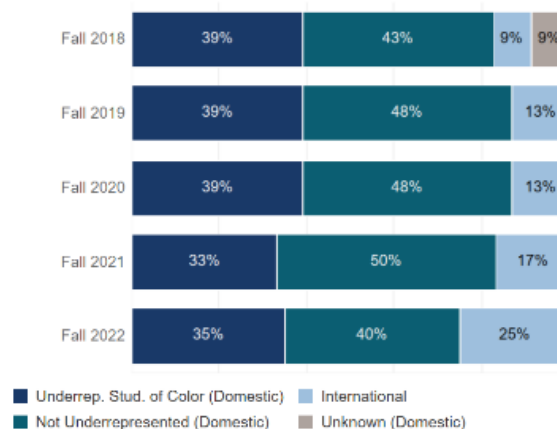
The overall enrollment in the CSCR program has grown from 6-9 students in 2012-2013 to 24 students in 2021.

Enrollment

Total Enrollment:

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
8	9	16	18	19	23	23	23	24	20

Total New Plan Enrollment:

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
3	1	8	1	5	5	4	3	5	0

The PhD in CSCR named option uses a variety of approaches to recruit students. Together with broader School-level efforts, the program seeks to recruit diverse applicants by contacting tertiary institutions that work with historically underserved populations and by spreading the word about the program to the community partners of CSCR faculty. Additional recruiting resources, such as funding to advertise at conferences and in both print and virtual periodicals, are needed in order to improve the caliber of students in the program. Funding to develop media or video-based recruiting resources would also expand the depth and breadth of our recruiting efforts.

Based on a review of data collected as part of ARGS, students in the CSCR PhD are meeting expectations in terms of journal article publications and leading the school in terms of graduate student outreach publications, broadcast media, and policy reports. CSCR students are highly

effective at securing scholarships, including highly competitive external fellowships such as Fulbright, and deeply engaged in service.

Review of ARGS data reveals both strengths and areas for improvement for CSCR students. Relative to students in some of the other Human Ecology PhD named options, CSCR students were less likely to serve as a Lecturer SA. Moreover, conference presentations and roundtables/panels are the most frequent form of presentation type that CSCR students do, but very few students indicated they had given guest lectures or been asked to be a guest speaker. Thus, building more opportunities for CSCR graduate students to develop their communication skills and to advance along the Pathways to Excellence in Teaching through guest lecturing in CNPL courses is an important area for improvement. Building on the program's strong record of placing CSCR students in the Human Ecology mentored TA positions, we further recommend the department consider giving advanced graduate students who aspire to become college teachers the opportunity to lead a course as a Lecturer SA, which would also free up more CSCS faculty to teach in the PhD program.

Advising, Mentoring, Student Community and Climate

Students in the CSCR PhD named option are matched with an available advisor or co-advisor who fits the student's scholarship interests at the time of admission, but students/faculty are encouraged to take a broader, more collaborative approach to mentorship. In fall 2022, 8 tenured/tenure-track CSCS faculty advised 22 CSCR students (average 3.66 graduate students per advisor).

While the department agreed at the fall 2022 retreat that an advising load of 3-4 students is an appropriate target for core CSCS faculty, three faculty members have joint appointments and their CSCR advising loads are therefore expected to be only 1-2 students. Dodge Francis, Gaddis, Sarmiento, and Jasper advise 20 out of 21 current students. Over the years, several students entered with one advisor and switched to another advisor due to faculty leaving/ retiring or a change in students' research interests. With the remaining CSCS assistant professors nearing tenure, it is an ideal time for the department to discuss equity and capacity in advising loads.

We also recommend the department take time to consider the pros and cons of the current model (i.e., admitting students based on a strong alignment with a particular faculty member's area of research) with models used elsewhere in SoHE and at other universities. Specifically, we encourage the department to consider a model in which all first-year CSCR students are officially advised by the Director of Graduate Studies, and given time to get to know different faculty and their projects, before identifying someone to advise them beginning the start of their second year.

Multiple efforts are made to welcome, orient, and retain CSCR students. The department hosts a back-to-school potluck to welcome students to campus and/or to a new academic year and hosts other community-building events throughout the year (generally 2-3 per semester). The Center for Community and Nonprofit Studies (CommNS) also hosts events for new and returning students.

CSCR students take the three core introductory courses together as a cohort, which enables them to make strong connections with their peers.

CSCS faculty and advanced graduate students provide mentorship to CSCR students related to identifying and applying for fellowships and travel support, along with various mini-grant opportunities from campus sources, which provide valuable support for students' research and professional development. The CommNS has also supported many CSCR students and by providing additional training or opportunities for community involvement. This has had a positive impact on student retention and career preparation.

The spring 2022 Graduate Student Climate Report indicated that out of 10 CSCR survey respondents, most of whom joined the program during the pandemic, 6 had seriously considered leaving the program. This may be because CSCR attracts students with a broad range of career interests outside the academy who tend to be very action-oriented and more heavily focused on applied research than students in traditional academic disciplines in the social sciences/humanities. If a student is considering leaving the program, the CSCS department chair and faculty advisors meet with students to provide nonjudgmental advice and resources for navigating the decision. Some students have been encouraged to take a temporary leave of absence when considering whether to leave the program in order to allow them more flexibility.

Curriculum and Training

CSCR Program Handbook
CSCR GUIDE

The CSCR curriculum includes a good breadth of training, including three degree-specific "buckets" in the curriculum checklist: human ecology intro courses for students (9 credits), theoretical foundations (9 credits), research methods (9 credits), and special topics (3 credits). From a review of the syllabi in the SoHE repository, it is unclear whether current and former CSCR students have received sufficient breadth and depth in graduate training *in practice*. In some cases, core courses were tied to the research expertise of faculty who no longer teach CSCR courses (due to retirements, tenure denial, and departure for other universities).

We recommend the GPC conduct a rigorous review of the CSCR curriculum. We also recommend that CSCR's Graduate Program Committee develop a proposal for improving the scope and sequence of existing courses and collaborate with the department to develop a strategic and equitable approach to assigning faculty to core graduate courses.

Funding and Scholarships

The CSCR PhD named option has been committed to funding students throughout the core part of their program requirements since the program was established. However, historically, the amount of upfront funding has been limited to a couple of years and at a 33% level. In line with School-wide efforts, starting in 2022 and moving forward, we will be offering 4 or 5 years of upfront graduate assistant/fellowship funding at 50% to all admitted CSCR students. Specifically,

four years is offered for students who come in with an MS degree in a relevant field and five years is offered to students who enter our PhD program without an MS.

The majority of PA and RA positions of CSCR PhD students are through the School of Human Ecology and related to research projects done in partnership with CSCR faculty. Additionally, a small number of CSCR students each year are also funded through graduate assistantship positions elsewhere on campus including in American Indian Studies, Sociology, the Design Lab, Engineering, and the La Follette School of Public Affairs.
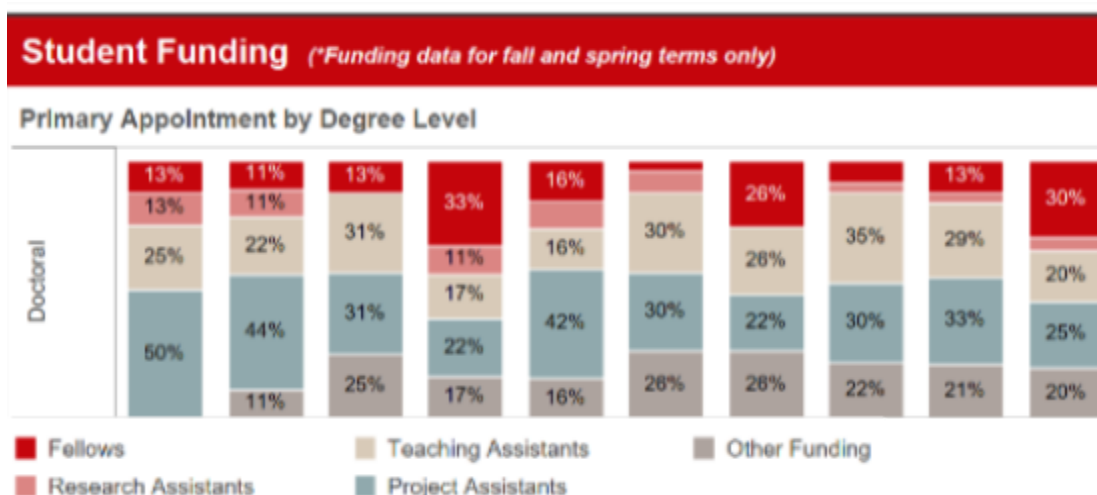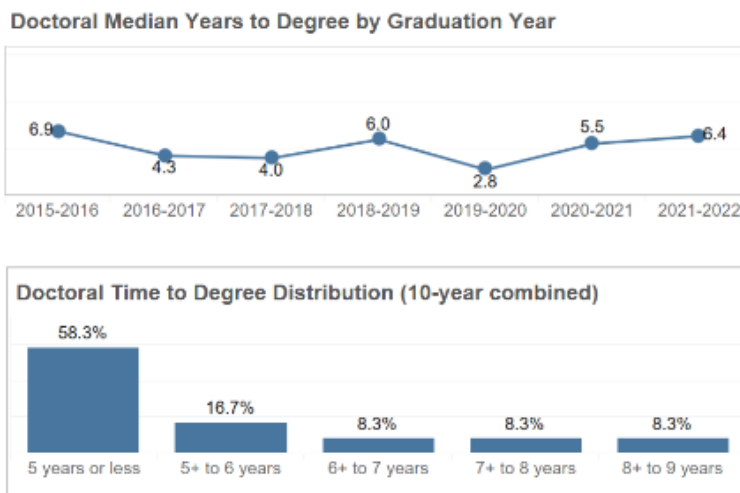

Degrees, Completion, and Outcomes

Based on the most recent data, 54.5% of CSCR PhD students completed their degree, 36.4% are no longer in the program and did not receive a degree, and 9.1% were still enrolled in the program but had not completed their degree. This degree completion rate is the lowest mark among the School of Human Ecology PhD named options. One potential explanation for this is that PhD in CSCR students' interest in and preparation for conducting research is varied. CSCR students are - nearly without exception - incredibly thoughtful and insightful about social issues, but are less consistent in their desire to pursue a career in research, leading to a potential mismatch between the goals of the student and the goals of the named option. Notably, several students who were excelling academically left the named option with a master's degree or without a degree to pursue a non-academic career path. We attribute this to the fact that our named option emphasizes action-oriented research, community collaboration, and social justice—some students discover during their time in the program that they may not need a PhD or that further graduate study is not the best choice for their personal interests and needs. One recommendation that the program has identified is to prioritize admitting students with a clear interest in a research-based career.
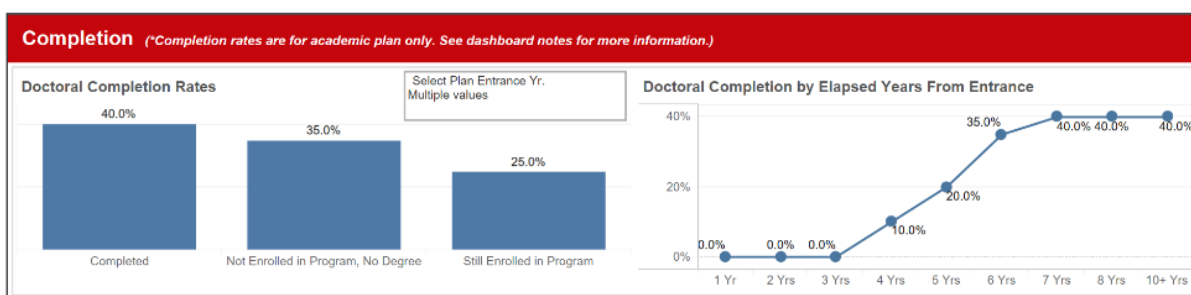
It should also be noted that the School of Human Ecology has revised its academic structure to allow for a MS in Human Ecology Research, a non-admitting degree that can now be earned along the way to getting a PhD in the CSCR named option. This change was approved for Fall 2022 and will allow students who enroll in the PhD program but decide along the way that a PhD is not needed for their career goals to exit the program with a MS degree.

In terms of time to degree, the average has ranged from 4.0 to 6.9 years since 2015-2016, with 6.5 years for the most recent graduating students. However, over the past 10 years, 70.0% of students graduate in 5 years or less. Thus, the longer time to degree (i.e., more than 5 years) is driven by the remaining 30% of students. When interpreting what this data means, it is necessary to distinguish between two types of students: (1) joint degree students and students with substantial employment outside of UW-Madison, and (2) students who are pursuing full-time study in the CSCR PhD program with a traditional TA, RA, or PA appointment. Joint degree students have a longer timeline for degree completion, as do students who are employed in a full-time position outside of the university.

Doctoral Median Years to Degree by Graduation Year

Doctoral Time to Degree Distribution (10-year combined)

 To support all CSCR PhD students in achieving a timely degree, we recommend developing departmental standards for what advising meetings should include based on the different stages of the degree program and communicate these standards in the program guidebook and revisit these standards at the beginning of the year in a department meeting.

Consistent with program goals, CSCR PhD graduates typically follow one of three career paths: (1) academia, (2) university Extension, and (3) nonprofit or community organizations. We recommend that the CSCS program formally track career progression and maintain a public webpage, such as this example from a similar doctoral program at Vanderbilt. Our students have achieved impressive outcomes and we need to communicate their career accomplishments more widely. As of October 2022, CSCR PhD graduates were in the following positions:

Academic Award Completion Term	Student Name	Career Placement
2022 Spring	Houts, Will	Adjunct instructor at Carroll University

		Pastor, Living Hope Presbyterian Church
2022 Summer	Zastoupil, Garret	Tenure Track professor, Northland College
2021 Summer	Wallace, Bakari	Postdoctoral research fellow at Wayne State University
2021 Spring	Williams, Troy	Chief Impact Officer at The Greater Sacramento Urban League
2021 Fall	Byington, Rachel	Tribal Youth Community Liaison at Earth Partnership (UW-Madison)
2020 Summer	Moore, Travis Robert	Postdoctoral scholar at Tufts University
2020 Spring	Vivian, Eva	Professor, UW-Madison School of Pharmacy
2019 Summer	Barrett, Claire (formerly Berezowitz)	Clinical postdoc at University Health Services, SoHE (HDFS) Teaching Professor beginning Fall 2023
2018 Summer	Pykett, Alisa	Action researcher and evaluator, UW-Madison Population Health Institute
2017 Summer	Hu, Ming	Tenure Track professor at Nanjing University
2017 Spring	Gauley, Josset	Program Development and Evaluation Specialist, UW Extension
2017 Spring	Winn, Lawrence	Associate Professor of Teaching in Education, UC Davis

The CSCR degree helps students develop skills in the areas of scholarship and research, publishing, teaching, outreach/application, program evaluation, project management, grant writing, communications, and community engagement. Many of these skills are transferable to non-academic careers. We recommend the department reinstate the weekly colloquium and invite 1-2 alumni to present on their work each semester. These events could also be advertised to CNPL students and listed on the CSCR website as open events (with registration) for prospective students to learn more about the careers that a CSCR degree could prepare them for.

Design Studies

- SoHE Self Study
- [Overview of SoHE Graduate Programs](#)
- [PhD in Human Ecology](#)
- [PhD Overall Analysis](#)
- [PhD in Human Ecology Data](#)
- [Design Studies Data](#)

Recruitment, Admissions, and Enrollment

The PhD in DS named option has seen recent and rapid growth in the number of applications over the past ten years. In 2022, the number of applications (N = 16) was over triple the number of applicants in 2012 (N = 5). The number of students offered admissions has also greatly increased over the past ten years, going from a single student in 2012 to five to six students offered admission in each of the last three years.

The DS Graduate Admission Review is done through the following process:

1) Prescreening by all DS graduate faculty: All DS graduate faculty reviews application materials through the online review system.

2) Admission Decision: The DS Graduate Committee makes the final admission decision based on: 1) whether the student meets the minimum requirement set by the university and the DS graduate program; 2) fit with the resources of the program; 3) the DS faculty recommendations made through the prescreening process where each DS faculty member indicates their commitment to each student.

3) DS Graduate Committee assigns one or two Interim Advisor/s to each incoming student. The interim advisor assignment is communicated to the student via their admission letter.

The admission (i.e., percentage of applicants who are admitted) and yield (i.e., percentage of admitted students who enroll) rates have fluctuated over the past ten years and are somewhat difficult to interpret given the small cohort size and growth in cohort size across time. Most recently, both the admission and yield rate are at 33%.
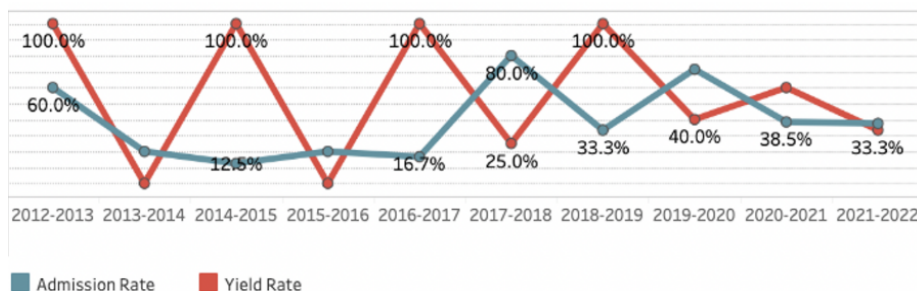
For the past 10 years, the PhD in DS named option has attracted and enrolled more female than male students. The number of male students enrolled has ranged from 0-17% across the past five years. This gender division is in line with the trends for the fi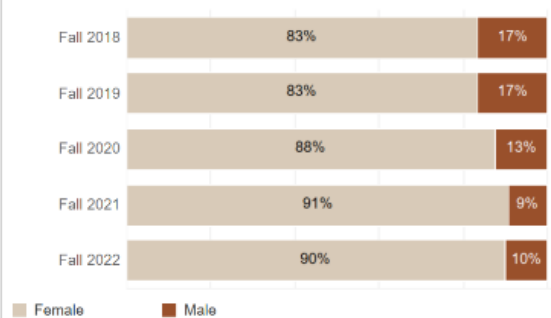eld more broadly. Over this time, the percentage of domestic students from underrepresented racial/ethnic groups has fluctuated from 18-33%, and the number of international students has gone down overtime from 60% of enrolled students being international in 2017-2018 to 36% of enrolled students being international in 2021-2022.
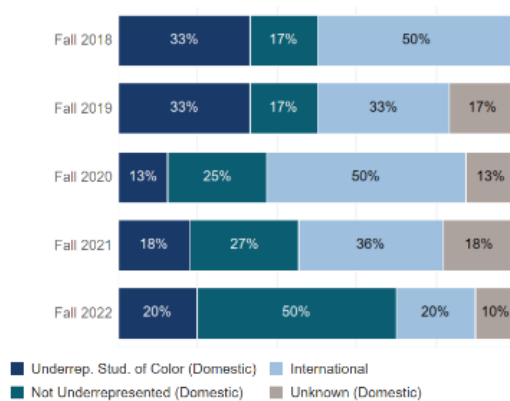
Funding and Scholarships

PhD students are supported by PAs, RAs, TAs, and fellowships. The faculty in the department have done an excellent job of acquiring PA positions from the fall competition, generally leading to three to five students being funded through this mechanism. The department also receives two semesters of post-dissertator and one semester of pre-dissertator funds through the University Fellowship. Students have also been covered by the CDMC, grants, AOF, SoHE-wide named TA positions, and several students have been covered through the Design Lab. Students also have sought external funding. Opportunities include from the Smithsonian Institution, the American Council of Learned Society, the Mellon Public Humanities Fellowship, the Fulbright Commission, and the IEEE VR Doctoral Consortium Fellowships. Outside of this, students have been supported either in PA, TA positions or as course instructors.
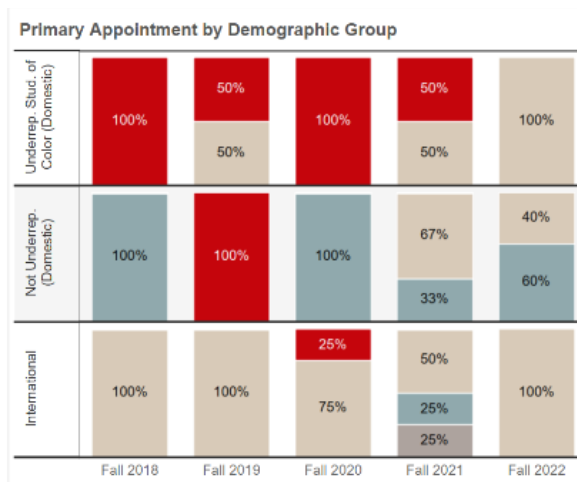
Primary Appointment by Demographic Group

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Underrep. Stud. of Color (Domestic)	100%	50% / 50%	100%	50% / 50%	100%
Not Underrep. (Domestic)	100%	100%	100%	67% / 33%	40% / 60%
International	100%	100%	25% / 75%	50% / 25% / 25%	100%

In terms of additional funding needed to make this program thrive, we first note that it would be incredibly beneficial to have more TA positions in order to build a critical mass for graduate cohorts and offer relevant course experiences for them. It is difficult to identify overarching areas of additional needed support, as the needs of the students are quite diverse depending on their research.

Advising, Mentoring, Student Community and Climate

During the first year, the students meet with their Interim Advisor/s on a regular basis. Students during this stage are also strongly encouraged to meet with other faculty members, both within and beyond SoHE, to look for common interests. By the beginning of the students' third semester, students must identify (a) Permanent Advisor/s. This will often be the same person as the Interim Advisor, but can also be another faculty member. If the student does not identify the permanent advisor by this time, their Interim Advisor/s automatically becomes their Permanent Advisor. A DS graduate student may have up to two advisors (co-chairs). Subsequently, a student may change their Permanent Advisor as their research focus changes or for any other circumstances that arise warranting such change. Beyond this, given the interdisciplinary nature of the student's scholarship, committee members often play a large role in guiding the students through varied methodological approaches.

The impact of advising is assessed in a variety of ways. First, the ARGS process provides an external view on the progress of the graduate student, and the DS Grad Committee can follow progress of students to catch advising issues early on. In terms of metrics, progress towards graduation, qualifying exam, and other milestones provide a good view on the state of the student in the program. Beyond this, co-authorship, exhibitions, presentations and other forms of scholarship provide data points on the impact of the student's research and advisor's mentorship.

In this regard, the advisor ends up playing the major role in assisting in professional development skills. The advisors are often the one who best understand what it takes for

someone to succeed in a given field and can offer the most direct advice. Additionally, the advisor often has the connections to help students be best positioned professionally.

There are various efforts that are being made to improve the climate of the overall program and school. Faculty have discussed the results of the climate survey and ARGS reports to better understand students' well-being. New connections are being created between graduate students and faculty through various social events. Finally, the DS Graduate Committee has recently brought on a student representative to act as the conduit for communications between the faculty and graduate students in the department. This has led to improved facilitation of graduate funding opportunities and events.

Curriculum and Training

DS PhD Named Option Program Handbook
DS PhD Named Option GUIDE

Within the Design Studies Graduate Program, faculty and students investigate a wide range of subject matter and apply a variety of methods, with the common goal of understanding how design (broadly conceived) relates to, responds to, and affects our lives. The program's graduate faculty is composed of interdisciplinary scholars, designers, scientists, and artists who mentor and assist graduate students as they build individual programs of study. The Design Studies department offers a doctoral program with the aim of preparing students for professional design careers, specialized research, teaching in higher education, museum or archival work, community engagement, and entrepreneurial endeavors.

The PhD program currently offers areas of concentration such as Design History and Environmental Design Research. Within each area, students are expected to build a self-directed but highly coherent curriculum in close consultation with a major faculty advisor.

Students in the program must complete 51 total credits with 38 credits coming from the major area of specialization, the minor area of specialization or the qualifying research project. Thirteen credits must come from foreign language and/or independent studies in preparation of the qualifying exam or dissertation credits. Of the 51 total credits, 26 credits must be graduate level (G50%).

Overall, the faculty feel that the students are able to get a good breadth of training through additional avenues. PhD students acquire a variety of hands-on research experiences by working as project or research assistants funded by the UW-Madison Fall competition or other external funding opportunities. The program and school offer a variety of methods for professional development. These include departmental speaker series, OneSoHE PDS, DS department scholarships, STAR awards, and travel awards. At a school level, the SoHE PDS course has helped guide many of the students in many high-level professional skill building exercises.

The DS seminar (920) acts as a strong form of community building. Students are also able to meet various communities across campus through their advisors' connections. Many research

groups have events, and several students are involved in the Graduate Research Scholars program. Finally, as the department is small, the students are well connected among each other.

In total, the faculty felt that students are meeting their intended learning outcomes. The students are engaged in meaningful scholarship, manifesting in everything from publications to exhibitions. The students are engaged in teaching practices, often as TAs and as instructors. The students are also engaged in connecting with their communities as a means of establishing themselves in their particular field.
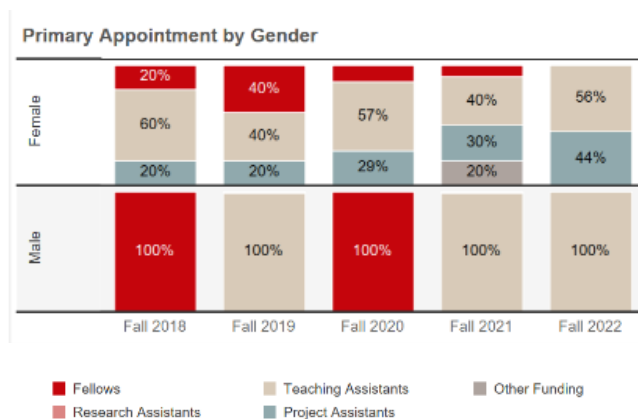
Degree, Completion, and Outcomes

The majority of students are able to complete their degree within 7 years from admission, with 25% of students completing their degree in 5 years or less. There are several reasons behind the slightly more extended time to degree compared to other PhD named options within the SoHE. First, most undergraduate and master's programs in design fields do not include research training. Thus, most of the PhD students entering the program take "pre-doctoral" courses in research training, effectively adding a year to time-to-degree to build research capacity during their formative years. Second, given the small number of students who went through the program over the ten years, delays in one or two individuals can skew the overall time-to-degree. Finally, PhD students actively seek opportunities for teaching as teaching assistants or independent instructors. While this may delay their timely progression toward a degree, many choose to pursue the teaching opportunity in preparation for their job search. Students who complete their degree in fewer than 5 years tend to come in with research training.

Jobs in Academia by Years Post-Degree**

Employment Sector by Years Post-Degree (if employed)**
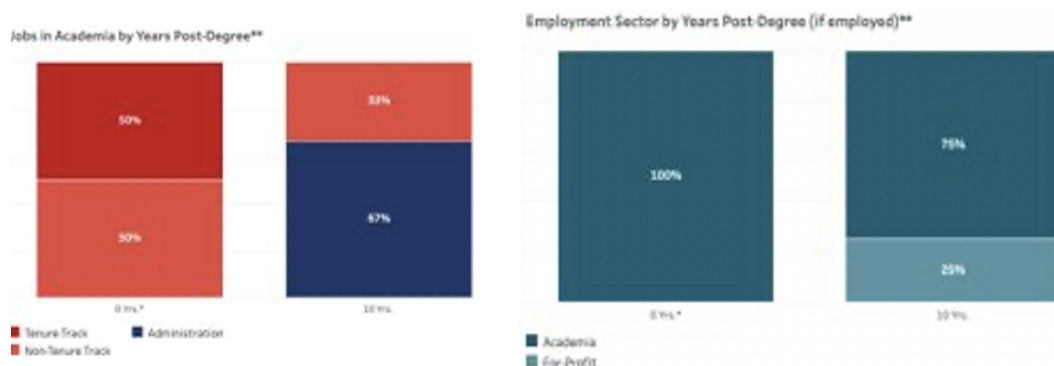
The majority of students entering the PhD in DS named option leave with a PhD (66%). However, 16% leave with an MS degree and 16% leave without any degree. In both cases, there was a misalignment between the program expectation and the student's performance. In one case, there was also a lack of faculty who could guide the student as their research direction evolved. Most of the graduates of the program go onto tenure-track academic positions, in R01 institutions.

Doctoral Median Years to Degree by Graduation Year

	2012-2013	2013-2014	2017-2018	2018-2019	2019-2020	2020-2021
Median	6.3	8.3	5.8	9.3	5.0	8.0

Doctoral Time to Degree Distribution (10-year combined)

5 years or less	5+ to 6 years	6+ to 7 years	7+ to 8 years	8+ to 9 years	9+ to 10 years
25.0%	12.5%	25.0%	12.5%	12.5%	12.5%
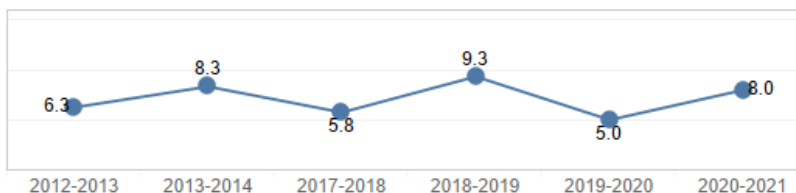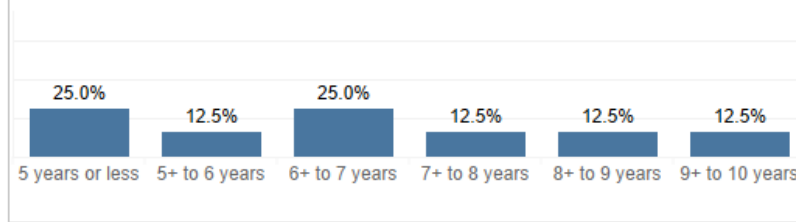
It is a normal part of advising is to guide students to find an alternative pathway away from pursuing PhD degree when such misfit occurs. Nonetheless, the program has since revised the admission process to strengthen the admission screening process, mainly focusing on increasing rigor during the interview process and ensuring that there is more than one faculty member who can commit to any particular incoming students.

Doctoral Completion Rates

66.7%	16.7%	16.7%
Completed	Left with Master's from Program	Not Enrolled in Program, No Degree

Select Doctoral Plan Entrance Year
Multiple values
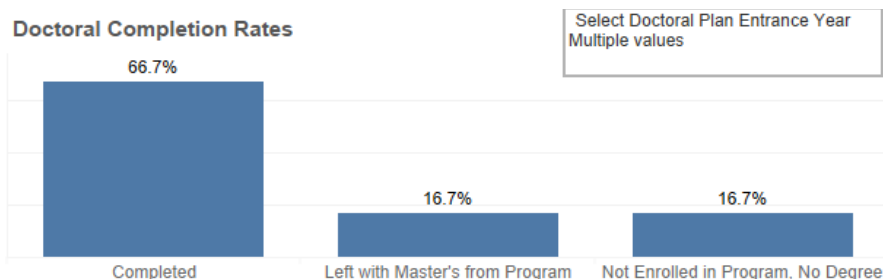
Strengths and areas for Improvement

The Design History and Environmental Design Research are two areas where the program has developed a strong national reputation. Recent faculty hires in the department have enabled the department to attract highly qualified students from all around the world. The department aims to continue developing and expanding these programs through the addition of new faculty members over the next few years. Another area that might shape the future of the graduate program is the introduction of a third major into the Design Studies undergraduate program. This program will likely lead to new opportunities for TA positions.

One ongoing challenge is trying to right-size the graduate program. While the program has been able to fund students fully, the methods in which this happens is often difficult to project. For example, most of the PA positions are done on an annual basis. While TA positions are the most predictable source of support, given the size of the undergraduate program (n = 275 students), the number of TA positions is currently limited. The goal over the next several years is to find ways to grow the program in a responsible manner, which ensures that students remain supported. Beyond this, it will be important to continue to develop the graduate curriculum to ensure that students are developing the professional skills that they need.

One final area for potential growth comes from supporting other professional development opportunities. Given the diverse nature of the students in the program, it is difficult to provide overarching support, as the needs of the students are quite different depending on their research. However, providing support for training in statistical methods or access to the makerspace were seen as possible ways to help provide this type of support. Over the past three years, all students on the Design History pathway have had opportunities to curate exhibits in the School's on-site galleries, which is a unique professional development opportunity that the Department can offer in conjunction with the CDMC.

Human Development & Family Studies (HDFS)

- SoHE Self Study
-
-
-
-
-

Recruitment, Admissions, and Enrollment

Historically, the HDFS program had both an admitting MS program and an admitting PhD named option. However, the HDFS MS program ended in 2016 and students interested in obtaining a MS that drew on HDFS content were directed to enroll in the School's MS in Human Ecology program. The MS Human Ecology named option in HDFS was discontinued in Fall 2022. Over the past ten years, the PhD in HDFS named option has typically admitted 6-8 graduate students annually, which has resulted in a cohort of 3-6 students. Increased admission in specific years (2012, 2016 and 2018) was related to advisor capacity and exceptionally strong applicant pools.
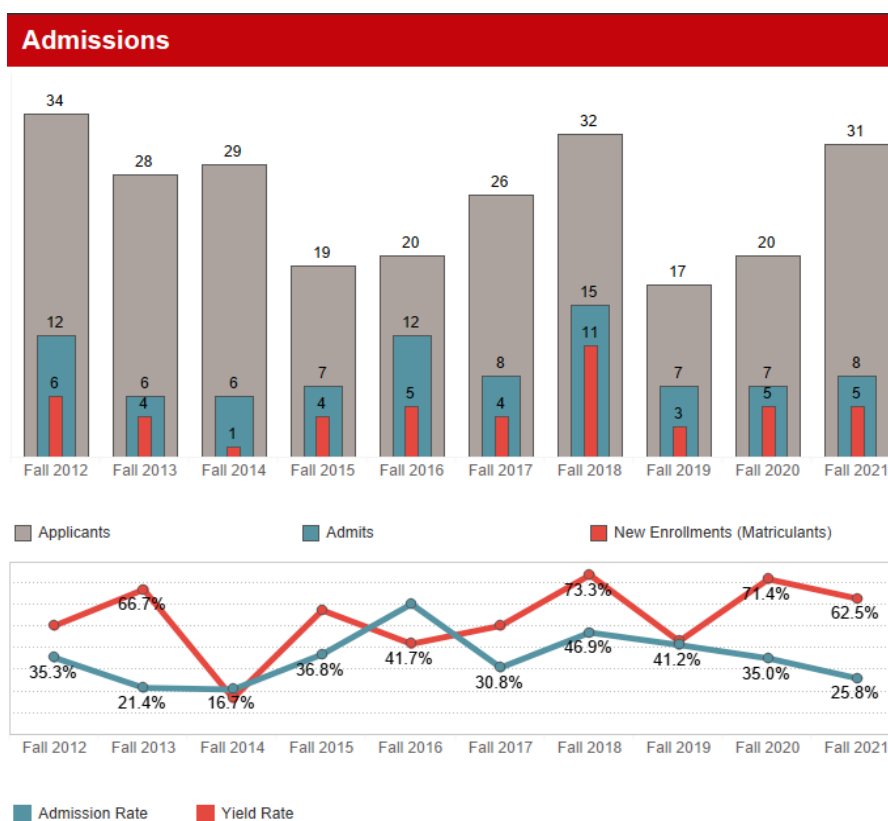
Strengths of the PhD in HDFS application process include the flexible and holistic approach to reviewing applicants, consistent with the program's approach to mentorship and training. The

program often enrolls students from non-traditional backgrounds, including students who are actively engaged in nonprofit leadership and community roles and are seeking graduate study to enhance their effectiveness in achieving their mission. We take into account work and lived experience in addition to academic achievement and research experience in admissions decisions, recognizing that multiple paths lead to readiness for and success in graduate study and beyond.
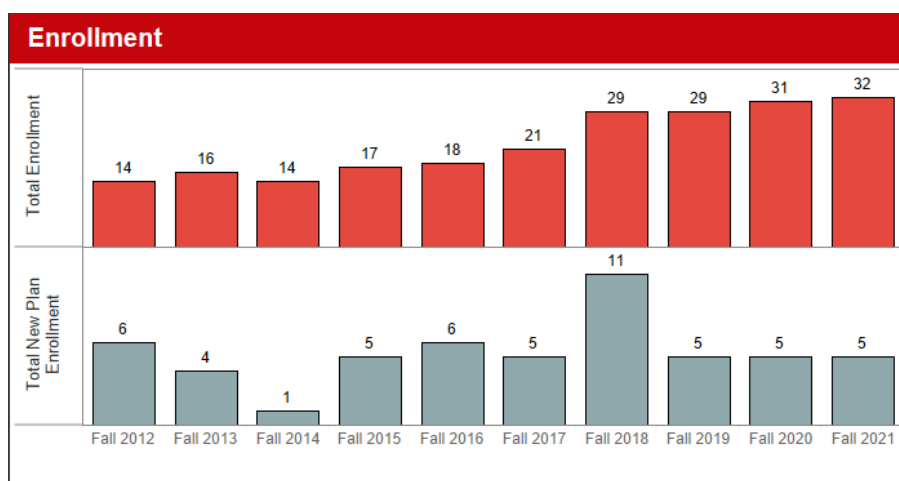
Applicants and admitted students to the PhD in HDFS named option predominantly identify as female (88% of applicants and 89% of matriculants in 2018-2022), consistent with the field as a whole. The demographic make-up of the admissions pool is reflected among the matriculated students, indicating that domestic students from underrepresented racial/minority groups who apply are as likely as others to be admitted and accepted into the named option (16% of applicants and 18% of matriculated students in 2018-2022). A substantial proportion of graduate students in the PhD in HDFS come from outside the US (38% of applicants and 32% of matriculants in 2018-2022). Over the past ten years, the admissions rate has averaged 33% (range: 17- 42%) with a yield rate typically above 50% and trending higher in recent years (averaging a yield rate of 62% over the past four years).

Enrollment by Demographic Group

Fall 2017	14%	67%	19%
Fall 2018	14%	55%	28%
Fall 2019	14%	52%	31%
Fall 2020	16%	48%	32%
Fall 2021	19%	53%	25%

■ Targeted Minority (Domestic)　■ International
■ Non-Targeted (Domestic)　■ Unknown (Domestic)

Enrollment by Gender

Fall 2017	76%	24%
Fall 2018	86%	14%
Fall 2019	90%	10%
Fall 2020	94%	6%
Fall 2021	94%	6%

■ Female　■ Male
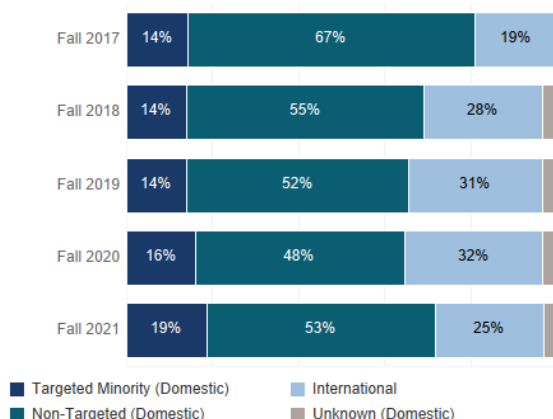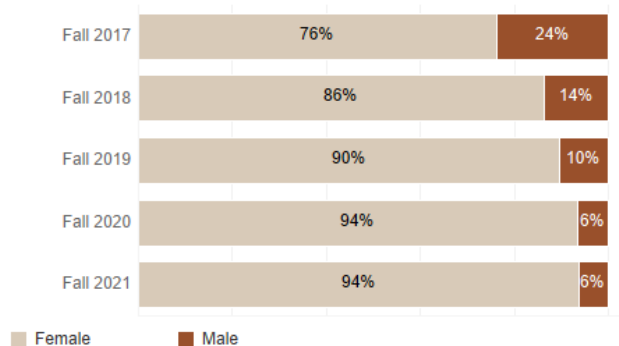
The size of the PhD in HDFS named option as a whole has trended upward over the past ten years, holding steady at about 30 graduate students the past four years. Over this time, there has been growth in the proportion of domestic students from underrepresented racial/ethnic groups (rising from 14% in 2017 to 19% in 2021). We have seen a decline in the proportion of graduate students who identify as men (falling from 24% in 2017 to 6% 2021); thus, finding ways to attract a more gender-balanced cohort of students is a goal moving forward. Varying from year to year, about one in four students in the PhD in HDFS is international.

In recent years, a key area of improvement for recruiting graduate students has been the multi-year funding packages offered. The HDFS PhD named option has been able to move to offering packages that guarantee funding for the full term of a student's studies (i.e., four years for students entering with an MS and five years for students entering without a MS). This funding guarantee had been at the 33% level, but will be increased to the 50% level starting with the Fall 2023 cohort. This increase is seen as a critical way to ensure that the HDFS program is competitive with its peer programs to recruit top-tier and diverse students.

Advising, Mentoring, Student Community, and Climate

Recent feedback from HDFS graduate students has indicated a need to re-visit the HDFS Graduate Program Handbook multiple times throughout the students time in the program. Thus, a link to the Graduate Program Handbook is now included in the Annual Review of Graduate Student instructions with a note that students would review this information yearly. In addition, the Graduate Program Handbook will be discussed at a program-wide meeting (HDFS Connect) each spring. The HDFS Connect meetings are attended by both graduate students and HDFS faculty. Thus, in addition to providing a yearly opportunity to remind all HDFS graduate students about program policies, this will also serve as a yearly reminder to faculty who serve as advisors to graduate students.

One of ways that the PhD in HDFS named option fosters a positive and inclusive learning community is through HDFS Connect sessions, which were launched in 2018. These sessions occur twice per month and are a time for students and faculty to share their research and

engage in discussion. For example, students and faculty will sign up to give practice conference presentations, share research progress and get feedback, and/or talk about ideas for new collaborations. These sessions have generally been well-received and well-attended by graduate students (often 20+ graduate students attend). The HDFS Connect sessions are seen as a valuable venue for graduate students to learn about the research and outreach of faculty who are not their primary mentor and of other graduate students. In addition, these sessions are seen as a valuable opportunity for graduate students to practice their professional presentation and discussion skills. These sessions have generally been well-received and well-attended by graduate students (often 20+ graduate students attend). Currently, one HDFS Connect session per month is held in person and lunch is provided. The second HDFS Connection session per month is held virtually to increase accessibility for students who may be juggling multiple responsibilities and allow community partners to co-present more easily.

HDFS seeks to nurture a departmental climate in which we simultaneously strive to conduct rigorous empirical research, value the individual well-being of all members of our community, and promote a more just and equitable society.

Curriculum and Training

HDFS Program Handbook
HDFS GUIDE

Overall, the PhD in HDFS named option appears to be achieving its learning outcomes and students in the program are leaving with robust professional products. Based on the most recent Annual Review of Graduate Students, students in the program had authored 62 journal articles, 7 book chapters, 5 outreach publications, and a variety of other published work.

Examples of these publications include (HDFS students bolded):

- Kerr, M., **Fanning, K. A**., Huynh, T., **Botto, I**., **Kim, C**. (2021). Parents' self-reported mental health impacts of COVID-19 on parental burnout and child stress. *Journal of Pediatric Psychology, 46(10),* 1162–1171.

- **Selman, S. B.,** Dilworth-Bart, J., Selman, H. S., Cook, J. G., & Duncan, L. G. (2020). Skin-to-Skin Contact in Infant Emotional and Cognitive Development in Chronic Perinatal Distress. *Early Human Development,151*(105182), 1-7. doi: 10.1016/j.earlhumdev. 2020.105182

- **Piro-Gambetti, B.,** Greenlee, J., Hickey, E. J., **Putney, J. M.,** Lorang, E., & Hartley, S.L. (in press). Parental Depressive Symptoms and Internalizing Mental Health Problems in Children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders.*

- **Kim, C. N.,** Nix, R. L., Gill, S., & Hostetler, M. L., (In press). Heterogeneous effects of depression on parenting competence and child behavior among families living in poverty. *Prevention Science.*

Published Work by HDFS PhD Students (2020-2021 ARGS)	
Book Chapter	7
Broadcast Media	1
Conference Proceeding	1

| Presentations by HDFS PhD Students (2020-2021 ARGS)	
	HDFS
Brownbag	7
Conference Poster	47

In addition, current PhD in HDFS graduate students have given professional presentations a total of 138 times. These presentations included posters or talks at conferences, guest lecturing, brown bag research talks, webinars, and panel discussion among other types of presentations.

Examples of student-led presentations are below and illustrate the high impact of this work and the diverse professional audiences:

- **Evans, L.** *Messaging: Black and Multiracial Parents' Messages to their Black and Multiracial Children*, National Council on Family Relations, Minneapolis, Minnesota. (November 16, 2022).

- **Flanagan, E.,** Halpern-Meekin, S. *Mothers' Financial Stressors: Coping and Expenditures during COVID-19*. Association for Public Policy Analysis and Management, Washington, D. C. (April 8, 2022).

- **Choi, H.,** Litzelman, K., **Harnish, A**., Reblin, M. *Resource Utilization among Family Caregivers: Individual and Neighborhood Characteristics*. Gerontological Society of America. (May 8, 2022).

Funding and Scholarships
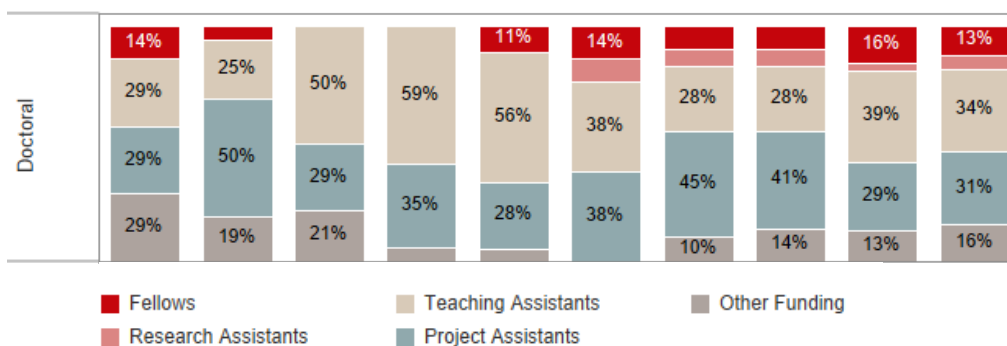
Over the past ten years, an average of 39% of students have received funding through teaching assistantships (TAs) and 36% through project assistantships (PAs); the number of students funded through fellowships has varied, usually between one in six to one in ten. Reflective of their eligibility, domestic students from underrepresented racial/ethnic groups are more likely than others to receive funding through fellowships over the past five years. Research Assistantships (RAs) are the least used graduate assistantship, with only 1 or 2 students funded in these positions in the last 5 years. In general, there appears to be a balanced distribution of assistantships/fellowships by gender.

The overall pattern of funding indicates that HDFS PhD named option is using funding strategically to recruit and support students from underrepresented racial/ethnic groups. However, the percentage of HDFS fellowship support has declined over the period 2017-2021. In 2017, 67% of targeted minority students received Fellowship support compared to 50% in 2018, 0% in 2019, 40% in 2020 and 33% in 2021. The remainder of funding for domestic

targeted minority students was composed of fairly equal balances of TA and PA support across the 2017-2021 period. Likewise, the majority of international students received support via either the TA or PA mechanism, although these students were more likely to receive support from a variety of other sources, with these miscellaneous sources averaging 20% to 25% of total support.
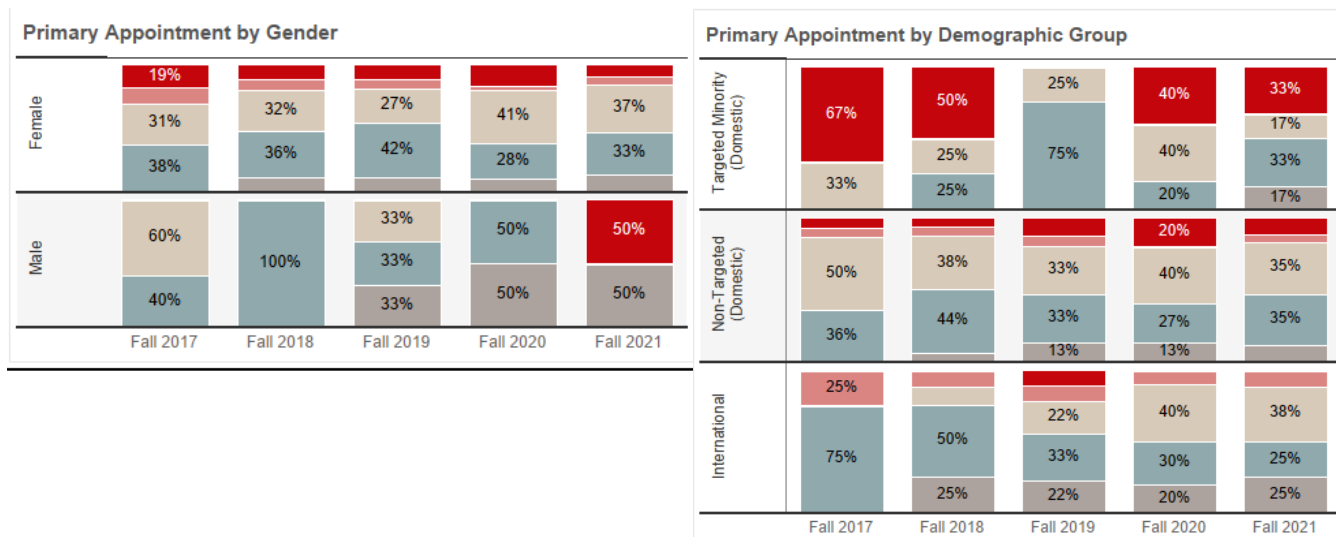
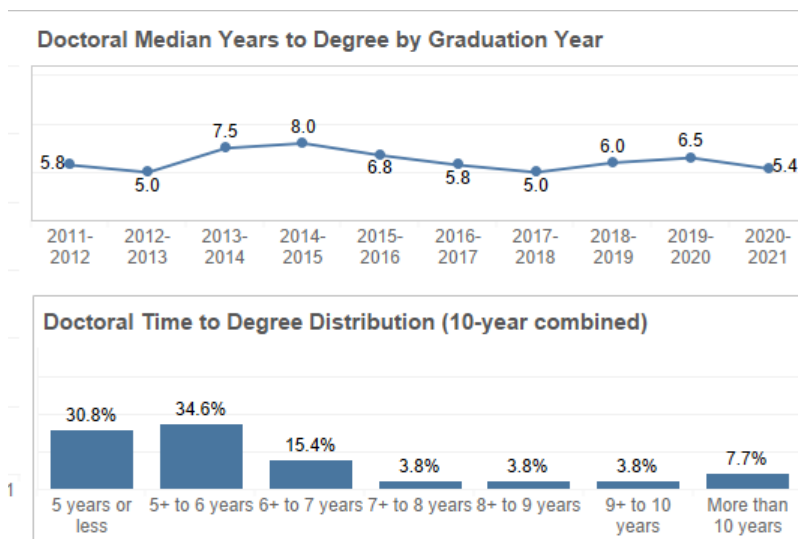Procuring external funding, especially peer-reviewed funding, is a prime metric and expectation for success in many of the career paths taken by HDFS students following completion of their PhD programs. Learning to write fundable grants is the first step in this process, and graduate school is an excellent place to commence this education, which takes repeated practice for success. Thus, in addition to providing external support, seeking external funding provides an unbeatable opportunity for sharpening skills that will be required following graduation. In addition, external grant support is an important status marker not just for the individual student, but for the program as a whole. For all these reasons, an important goal for the HDFS program going forward will be to increase the number of students applying for external funding and to do so in an educational context that will enhance their chances of success.

Degrees, Completion, and Outcomes

With the exception of two graduating years (2013-2014 and 2014-2015), the average time to degree in the PhD in HDFS named option has been 5 to 6 years. Most recently (2020-2021 graduating year), it was 5.4 years. Across the last 10 years, the majority of students (65.4%) received their PhD degree in 6 years or under. The program had been on a trend toward reducing time to degree (8.0 years in 2014-2015 to 5. years in 2017-2018). This downward trend was driven by changes that the program made in 2015 to the preliminary examination and dissertation process. Specifically, the preliminary examination consisted of three papers written over a month period that addressed questions written by the faculty committee specifically for each student. Feedback from students indicated that this process was excessively stressful and that many students delayed starting the exam because it seemed daunting. Thus, in 2015 the

preliminary format was changed to a single 25-30 page paper addressing one question, which has been designed to integrate components of theory, content, and research methods. The general question format is the same for all students (but focused on their area of scholarship) and is known ahead of time. Students now have a semester to complete the exam. Moreover, a detailed timeline for completing the preliminary exam steps was developed to set students up for success. The dissertation process was similarly altered in 2015 to streamline and timeline and add more clarity for students. The current process provides two options for the dissertation. There are now two suggested models for structuring the dissertation; both intended to provide a streamlined path to developing professional products out of the dissertation – beginnings of a monograph or book (Model 1) or manuscripts (Model 2). These changes have been well-received by graduate students.

Doctoral Median Years to Degree by Graduation Year

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
5.8	5.0	7.5	8.0	6.8	5.8	5.0	6.0	6.5	5.4

Doctoral Time to Degree Distribution (10-year combined)

5 years or less	5+ to 6 years	6+ to 7 years	7+ to 8 years	8+ to 9 years	9+ to 10 years	More than 10 years
30.8%	34.6%	15.4%	3.8%	3.8%	3.8%	7.7%

It is important to note that non-program factors also led some HDFS students to take more than 5 years to receive their PhD. Given the high proportion of female-identifying students, two to four graduate students per year had a child while in the program. During the transition to parenthood, many students decide to take a temporary leave from the program, reduce their course load, and/or slow their progress on milestones. The School of Human Ecology has developed a parental leave policy that provides six weeks of paid leave from graduate assistantships (in addition to any sick or vacation time) and outlines a policy for flexibility from instructions in course work.

Overall, 76.5% of students who enroll in the PhD in HDFS named option complete their degree. This is the highest completion rate of all of the PhD named options in the School of Human Ecology. Of students who do not complete their degree, 17.9% exited the program after receiving an MS degree and 5.9% are still in the program.

Doctoral Completion Rates

Select Doctoral Plan Entrance Year
Multiple values

Completed	Left with Master's from Program	Still Enrolled in Program
76.5%	17.6%	5.9%
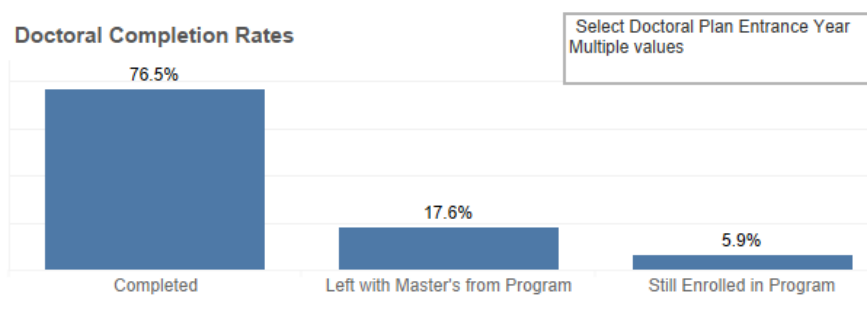
Available data from the past 5 years indicates that HDFS graduate students have a variety of positions immediately following their PhD degree completion. The majority fall into three main categories: postdoctoral or academic faculty positions with a research focus; academic faculty positions with a teaching focus; and non-profit or governmental evaluation/policy-oriented positions. The HDFS PhD named option prepares students for these careers by offering research training, mentored TA and teaching opportunities (e.g., instructor opportunities and mentored teaching fellowships), and through professional development opportunities focused on non-academic careers. We also cultivate a climate that is conducive to respecting and promoting each of these career pathways, despite our status as an R1 research university where it can be more common for the tenure track R1 faculty positions to be held as the implicit ideal. Our students regularly express appreciation for our efforts supporting their exploration of the best fitting career path. For the research-oriented students, we see them obtaining competitive postdoctoral positions in highly reputable programs suggesting they are well-prepared for this next step in their training.

Jobs in Academia by Years Post-Degree**

	0 Yrs.*	5 Yrs.	10 Yrs.	15 Yrs.
Tenure Track	20%	50%	67%	33%
Postdocs	80%	25%		
Administration			33%	33%
Research Staff		25%		
Other				33%
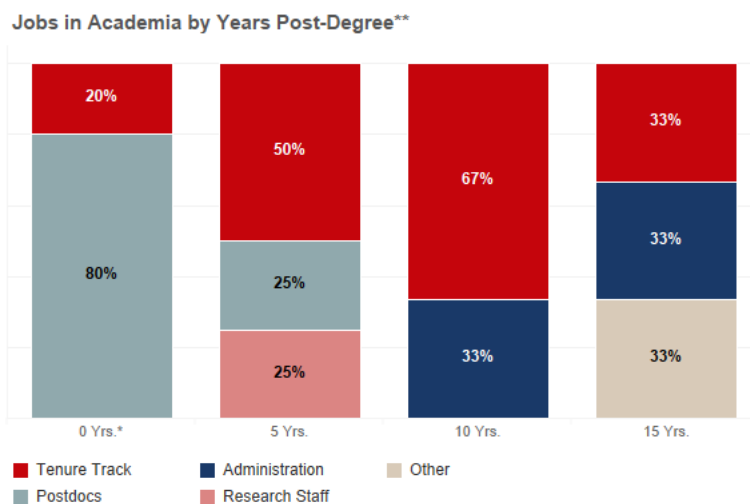
Recent feedback from students suggests we can do more to prepare our students for teaching focused-careers. Currently, the School of Human Ecology has created the Jane Rafferty Thiele Faculty Fellow position to provide a course buyout for a faculty member so that they can devote time and energy toward promoting excellence in teaching for graduate students across the school. Currently, Associate Professor Jennifer Gaddis is serving in this role. In this position, Professor Gaddis is responsible for identifying and spreading the word about workshops and events across campus on building teaching skills. She also offers yearly training for TAs (in addition to the campus-required TA training that our students receive through L&S), and a series of workshops on building a teaching portfolio. Professor Gaddis is also available to provide teaching observations of students who are instructing courses or who lead their own discussions sections. In her role, Professor Gaddis also makes students aware of the School's Pathways to Excellence in Teaching. In addition, this past year, one of the HDFS graduate students (Erika Gonzalez) tried to organize a series of dinners and conversations about teaching with graduate students across the School of Human Ecology. Unfortunately, there tends to be low engagement by HDFS (and other School of Human Ecology) students in the above described

opportunities. Thus, the problem may be less about creating training opportunities on teaching, and more about more effectively spreading the word and/or fostering a culture in which students prioritize these opportunities.

Aside from professional development on best practices in teaching, students also identified a need for more opportunities to prepare and lead more than one course as the instructor. Over the past 5 years, an increasing number of HDFS courses have been taught by a graduate student instructor. We are currently exploring strategies for expanding these opportunities further.

Finally, many graduate students in the PhD in HDFS named option also have opportunities to mentor undergraduates through faculty research labs. For example, faculty that often use a tiered mentorship model, whereby a graduate student will serve as the primary mentor for an undergraduate research project, with the faculty member providing mentorship to the graduate student. Looking ahead, there could be ways to enhance these opportunities and ways to create formal materials (e.g., observations from a faculty mentor on the quality of this mentorship, evaluation by the undergraduate student, or description of approach to the mentorship) that students could use for the job market.

After graduating, students pursue a variety of careers. Many students apply for and receive post-doctoral research fellowships to prepare for careers in academia. Some students are hired directly into assistant professor positions. Many of these positions are in colleges or universities that primarily emphasize undergraduate education. Some students pursue careers in evaluation organizations or government agencies, where they focus on using their research skills to improve public services and policy. The remaining students tend to work in nonprofit agencies focused on helping families and children.

Below, is the list of students graduating with a PhD in the HDFS named option from 2017-2022 and their career placements.

PhD Degree Completion Term	Student Name	First Position after PhD	Current position
2022 Summer	Quesada Centeno, Mariela	Postdoctoral Scholar, School of Human Ecology, UW-Madison & Manger, RootsChange Cooperative	Same
2022 Summer	Kim, Christina Naeun	T32 Postdoctoral Fellow Department of Population Health NYU Grossman School of Medicine	Same
2021-2022 Spring	Fanning, Kerrie Ann	Research Analyst, Department of Justice	Same

2021-2022 Spring	Putney, Jennifer	Scholarly Assistant Professor, Department of Human Development, Washington State University	Same
2021-2022 Fall	Smallen, Dave	Community Faculty Metropolitan State University	Same
2021 Summer	Jing, Mengguo	Postdoctoral Researcher; Psychology and Neuroscience; Boston College	Research Fellow; Center for Thriving Children; Boston College
2021 Summer	Barringer, Allie	Assistant professor Department of Psychology Augustana College (IL)	Same
2020-2021 Spring	Yoo, Seung Heon	Postdoctoral Associate; Psychology, Brain, and Cognitive Sciences; University of Rochester	Same
2020 Summer	Park, Ye Rang	Post-doc University of California, Berkeley	Research Assistant Professor University of Illinois-Urbana Champaign
2019 Summer	Blumenstock, Shari	Postdoctoral research associate, School of Human Ecology, UW-Madison	Postdoctoral Fellowship, Department of Psychology, Queen's University (Ontario)
2019 Summer	Liesen, Carolyn Anne	Assistant Professor, Monmouth College	Assistant Professor, Benedictine University
2018-2019 Spring	Kupisk, Dayana	Research Consultant, Promega Corporation	Research Consultant, Independent Business
2018-2019 Spring	Parrott, Emily	Director of Evaluation, Teaching Trust	Director of Research and Evaluation, Thrive Scholars
2018-2019 Fall	Burgess-Hull, Albert John	Postdoctoral Fellow, National Institutes of Health	Data Scientist & Machine Learning Engineer/Research MATClinics, Yale University

2018 Summer	Taub, Amy Beth	Research Associate, Family Well-Being and Child Development policy area, MDRC	same
2018 Summer	Hickey ,Emily	Postdoc, Department of Pediatrics Boston University	Scientist, Waisman Center, UW-Madison
2017 Summer	Lewis, Lauren Michele	Assistant Professor, Indiana State University	Academic Advisor, Governors State University
2016-2017 Spring	Cuthrell, Hilary	Post-doctoral fellow, UW-Madison but funded through the Department of Justice	Correctional Program Specialist, National Institute of Corrections

PhD Overall Analysis

The PhD Program in Human Ecology has seen tremendous growth over the past ten years, both in regards to number and diversity of students but also in terms of resources and program quality. The recent move to offering 50% four or five year graduate assistantship funding guarantees has been critical for ensuring the program remains competitive. The creation of the *OneSoHE Curriculum* and efforts to streamline the administration of the PhD named options at the School-level has strengthened the climate and improved student experiences. The current leadership and staffing model of the graduate programs is in a solid place. Overall, graduate student satisfaction is high and graduates are obtaining top-tier and desired careers in academia, non-profits, government, and business.

There are also key areas for improvement and growth both at a School-level and within the specific PhD named options. We summarize these areas and our goals below.

PhD in Consumer Behavior & Family Economics

- Standardize documentation and establish regular procedures for student appointments and expectations, including residency, credit loads and non-credit requirements.
- Expand faculty engagement with graduate students such that all faculty are engaged regularly with students including mentoring, advising and formal instruction, as well as offering more graduate courses that will draw students from across campus.
- Examine CBFE coursework and positioning relative to other programs and consider 'rebranding' in order to attract a stronger student applicant pool, especially from students with an interest in social science-based applied research and US domestic welfare policy.
- Analyze new programmatic opportunities, programs, degrees and partnerships to attract and develop applied social science researchers, including non-academic career pathways.
- Develop a high-performance marketing and outreach program for the current and future graduate program(s) based in Consumer Science.

Civil Society & Community Research

- Develop comprehensive plan to recruit high caliber applicants
- Full review of graduate curriculum, course content, sequence, and learning outcomes
- Review and identify areas of improvement for student retention
- Financial support for graduate students
- Develop an advising guide for faculty mentors

Design Studies

- Update the PhD Handbook and ensure expectations are clear for students
- Develop strategies for providing more graduate level and targeted courses for DS PhD students
- Develop strategies to ensure students receive the training they need for their profession
- Develop strategies to fund graduate students that are sustainable and predictable
- Determine the optimal number of graduate students in the program as we undergo faculty turnover and programmatic development

Human Development & Family Studies

- Strategize ways to increase advisor capacity in order to reasonably support 6-8 new graduate students per year, including efforts to recognize that high quality mentorship takes a great deal of time and effort from faculty

- Increase the number of graduate courses offered each year and provide more opportunities for students to hear from faculty about their research
- Create more learning opportunities on quantitative and mixed method research analytic strategies and software programs
- Increase the number of graduate students who apply for—and receive—external funding (e.g., National Science Foundation and National Institutes of Health fellowships)
- Enhance options for graduate students interested in teaching careers to obtain teaching experiences including allowing students to prepare and offer more than one course as the instructor

MFA in Human Ecology: Design Studies

The School of Human Ecology also offers an MFA in Human Ecology. This program is associated with the Design Studies Department. Students generally focus their work in one of two general areas: Textile and Fashion Design or Interior Architecture. Students focusing on Interior Architecture typically concentrate on the innovative application of aesthetic, conceptual and expressive design strategies in interior environments. Textile and Fashion Design students focus on the conceptual, technical and aesthetic possibilities of textiles and clothing. There are many students who may work across these areas or have an even more idiosyncratic integrative focus. In every case, students formulate a plan of study to suit their individual needs.

Degrees and requirements: MFA

The Human Ecology minimum graduate degree credit requirement is 60 credits for the MFA. The Human Ecology minimum residence credit requirement is 24 credits. The Human Ecology minimum graduate coursework 50% requirement states that at least 50% of the graduate degree credits must be coursework designed at the graduate level; thus, 30 credits must be taken at the graduate level. Prior graduate coursework is allowed as transfer credits from other graduate institutions, an undergraduate career at UW-Madison, and/or from university special student career at UW-Madison in accordance with the Graduate School policies. A maximum of 9 post-baccalaureate credits, taken either as transfer credits or special student credits, provided the credits are judged by the program faculty to be appropriate in terms of level, focus and currency of content can be counted. A maximum of 20 post-baccalaureate credits taken at another institution (with a maximum of 9 special student credits as part of the 20) may be counted toward the credits required for the MFA degree, provided these credits are judged appropriate by the program faculty. Course requirements are structured around four common learning outcomes in the degree.

Student Learning Outcomes

1. Articulate challenges, frontiers and limits with respect to theory, knowledge or practice within the area of study.

2. Formulate ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within one's area of study.

3. Create research, scholarship or performance that makes a substantive contribution to one's field.

4. Foster ethical conduct and professional guidelines.

Recruitment, Admissions, and Enrollment

Over the past ten years, the MFA program has seen a great deal of fluctuations in its admission process. While the top two years for the number of applicants came in 2013 and 2014, the third highest year came in 2020. As shown in the graph below, there is no clear upward or downward trend.
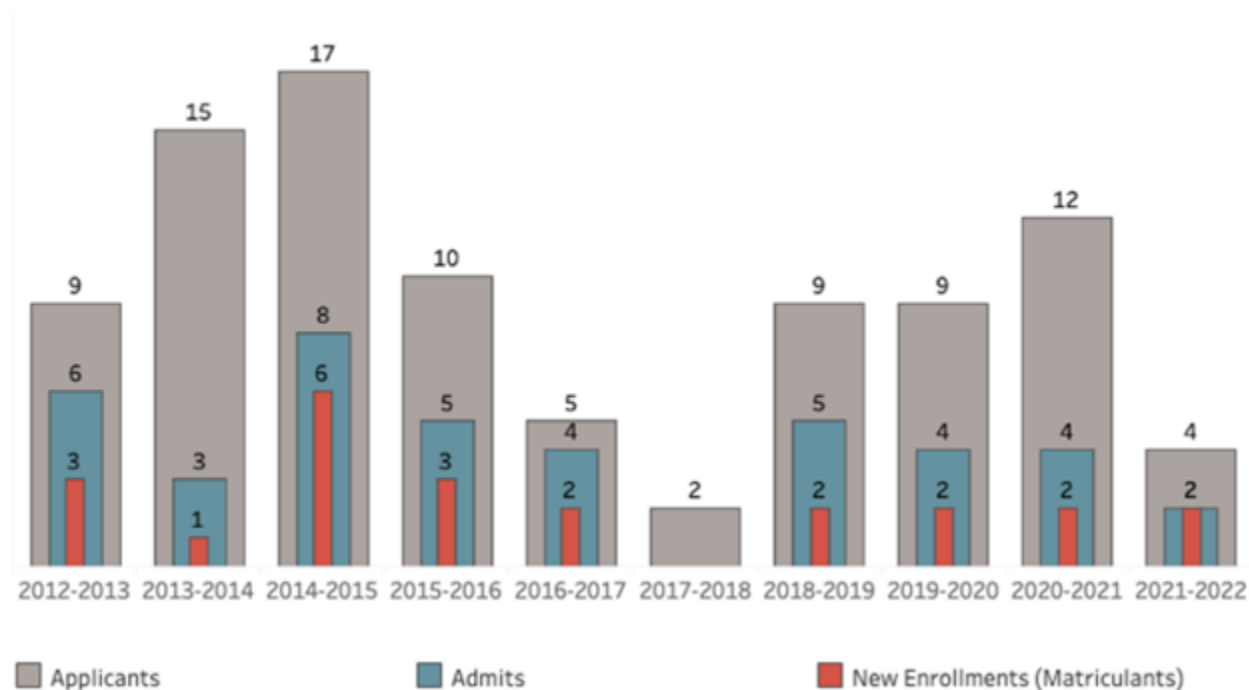

In terms of the number of admissions offered per year, there is a slight downward trend with more admission offers being made pre-2017 than post-2017. However, the number of new enrollments has stayed relatively constant throughout the last 10 years, with two to three new students coming to the program per year; the exception to this is in 2014, when six new students joined the program, and in 2017 when no new students joined the program. This has resulted in a slight, but noticeable, increase in the yield rate for the program.

The MFA admission review process is described below:

1) Prescreening by all DS graduate faculty: All DS graduate faculty review applications.

2) Admission Decision: The DS Graduate Committee make the final admission decision based on: 1) whether or not the student meets the minimum requirement set by the university and the DS graduate program; 2) fit with the resources of the program; 3) the DS faculty recommendations made through the prescreening process where each DS faculty member indicates her/his commitment to each student. For MFA students, only students with commitments from at least one faculty member to be their committee chair and at least one additional faculty member to be a committee member are approved for admission.
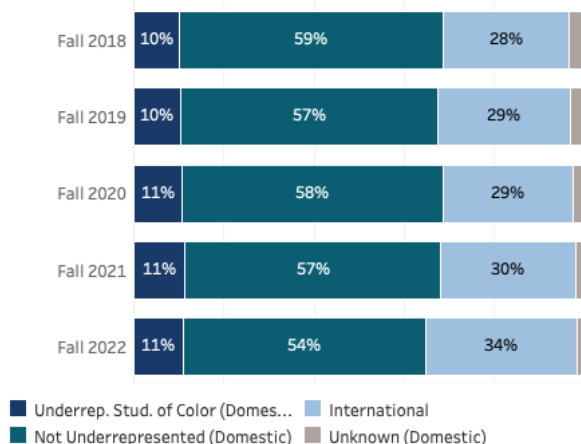
3) DS Graduate Committee assigns one or two Interim Advisor/s to each incoming student. The interim advisor assignment is communicated to the student via their admission letter.
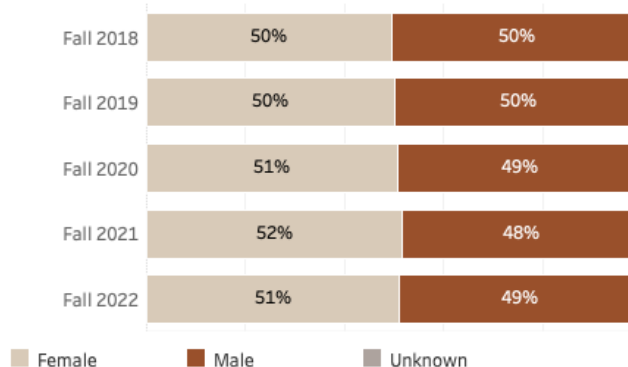

Admission Rate   **Yield Rate**
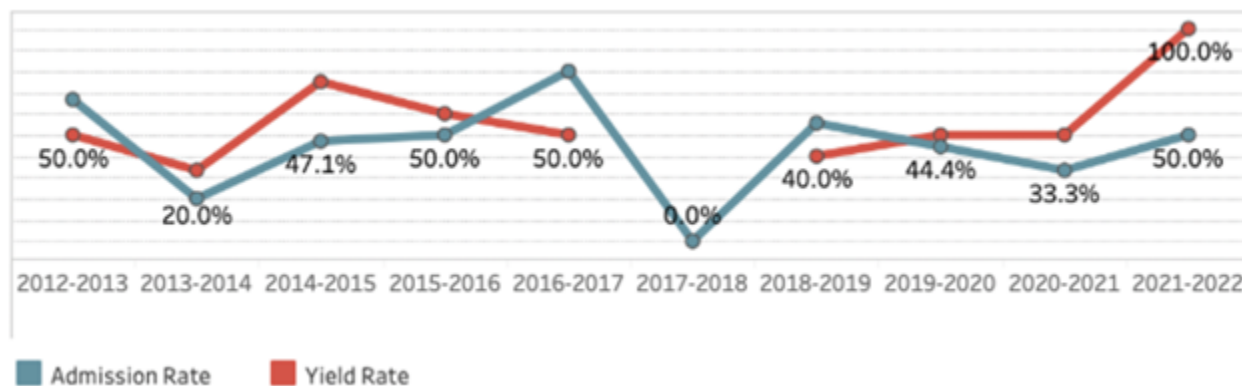
In general, the program has been racially/ethnically diverse relative to the university average (ranging 10-11%). The program has attracted relatively equal numbers of students identifying as male and female. A little more than one-third of MFA students are international (34-38%).

As the program is set up to focus on advisor/student relationships, the types of students entering the program and directions of the program itself have fluctuated with the changes in the faculty in the DS department. This tight fit of the advisor/student relationship makes planning for the future of the graduate program a bit difficult. The department is currently looking at hiring a number of new faculty members in the coming years. Each of these new faculty members will bring in their own research and creative interests and areas of expertise. In turn, the students who enter the program will likely be aligned with these interests and areas.

Enrollment by Demographic Group

	Underrep. Stud. of Color (Domes…)	Not Underrepresented (Domestic)	International	Unknown (Domestic)
Fall 2018	10%	59%	28%	
Fall 2019	10%	57%	29%	
Fall 2020	11%	58%	29%	
Fall 2021	11%	57%	30%	
Fall 2022	11%	54%	34%	

Enrollment by Gender

	Female	Male
Fall 2018	50%	50%
Fall 2019	50%	50%
Fall 2020	51%	49%
Fall 2021	52%	48%
Fall 2022	51%	49%

Female   Male   Unknown

The future of the MFA program may also be shaped by the planned introduction of a third undergraduate major into the Design Studies program. This third major will likely lead to new opportunities for TAships and student learning for MFA graduate students.

Funding and Scholarships

In Fall 2022, all MFA students received 3-year 50% guaranteed funding offers upfront. While this level of upfront guaranteed funding is new, MFA students have generally all been fully funded at the 33% or higher level for the past 5+ years. Students are supported by PAs, RAs, TAs, and fellowships. Faculty in the DS department have done an excellent job of acquiring PA positions from the UW-Madison Fall competition, generally leading to 3-5 students being funded on a PA each year through this mechanism. The School also receives two semesters of post-dissertator and one semester of pre-dissertator funds through the Arts & Humanities University Fellowship competition, although the MFA students are only eligible for the pre-dissertator awards. Other MFA students are funded on PA positions by SoHE's Center for Design and Material Culture, internal or external grants, Kemper Knapp Fellowships, and the UW-Madison Design Lab. Other students are funded on TA positions or as course instructors.

In terms of additional funding needed to make this program thrive, we first note that it would be incredibly beneficial to have more TA positions for entry level courses. Doing this would enable the faculty to teach higher level courses meant for graduate students. This would have the added benefit of providing more teaching opportunities for the graduate students while enabling the program to grow. Additionally, the faculty felt that a speaker series would be impactful for our students. This series could bring in members of the academic community and potentially alumni to speak to the current students. This would help expand the students' professional communities and provide them excellent networking opportunities.

It is difficult to identify overarching areas of additional needed support, as the needs of the students are quite diverse depending on their concentration.

Advising, Mentoring, Student Community and Climate

During their first year, students meet with their Interim Faculty Advisor/s on a regular basis. Students during this stage are also strongly encouraged to meet with other faculty members to look for common interests. By the beginning of the students' third semester, students must identify a Permanent faculty Advisor/s. This will often be the same person as the Interim Advisor, but can also be another faculty member. If the student does not identify the permanent advisor by this time, his/her Interim Advisor/s automatically becomes her/his Permanent faculty Advisor. A MFA student may have up to two advisors (co-chairs). Subsequently, a student may change their Permanent Advisor as their research focus changes or for any other circumstance arises that warrant such change.

In this regard, the faculty advisor ends up playing the major role in assisting in professional development skills. The advisors best understand what it takes for someone to succeed in a given field and can offer the most direct advice. Additionally, the advisor often has the connections to help students be best positioned professionally.

The impact of advising is assessed in a variety of ways. First, the ARGS process provides an external view on the progress of the graduate student, and the DS Grad Committee can follow

progress of students to ideally catch advising issues early on. In terms of metrics, progress towards graduation and other milestones provide a good view on the state of the student in the program. Beyond this, co-authorship, exhibitions, presentations and other forms of scholarship provide data points on the impact of the student's research and advisor's mentorship.

There are various efforts that are being made to improve the climate of the overall program and school. The faculty has discussed the results of the climate survey and ARGS reports to better understand students' well-being. New connections are being created between graduate students and faculty through various social events. Finally, as a small item, the DS Graduate Committee has recently brought on a student representative to act as the conduit for communications between the faculty and graduate students in the department.

Curriculum and Training

MFA Design Studies Named Option Program Handbook
MFA Design Studies Named Option GUIDE

Overall, the program is set up to be flexible to the interests of the individual student. Within the first two years of admission, the student is meant to complete coursework related to theories, creative practices, and seminars relevant to studio-based inquiry, and specialized training in instruction and pedagogy. By the start of the second year fall semester, the student must establish a committee. The committee will meet with the student to determine the protocol for their second year exhibitions (e.g. the location of this show). The student will be the final one responsible for organizing the exhibition, including identifying an exhibition space on or off campus. The thesis proposal for the third year MFA exhibition is submitted to the committee by the end of spring semester of the second year; the committee gives the students questions to work on over the summer between the second and third year.

In the student's third and final year, they are tasked with completing their MFA thesis, which consists of a formal exhibition accompanied by an artist statement and written document. The written document may include a formal thesis, extended artist statement, creative writing, and/or other item to be determined with faculty advisor; however it must include an extended bibliography, which is a review of contemporary and historic work that relates to the conceptual and formal and material aspects of the students thesis. The thesis must be submitted to the faculty advisor and the committee prior to the final committee review of the exhibition.

One course that has proven to be incredibly valuable for students comes from DS 920, a seminar course that acts as a strong form of community building. Students are also able to meet various communities across campus from their advisors' connections. Many research groups have events, and several students are involved in the Graduate Research Scholars program. As the department is small, the students are well connected between each other. This is especially true for the studio students who work alongside each other daily.

Beyond the core curriculum, the students are often able to receive a good breadth of training through additional avenues. The fall competition has funded many students to work as PAs,

allowing them to gain relevant firsthand experiences. The program and school offer a variety of methods for professional development. These include departmental speaker series, OneSoHE PDS, DS department scholarships, STAR awards, and travel awards. From a school level, the SoHE PDS course has helped guide many of the students in many high-level professional skill building exercises.

Degrees, Completion, and Outcomes

Students in the MFA program have completed the degree on-schedule and the graduation rates have been quite positive. In terms of what students do after graduation, there are two major areas where students end up; some students choose to pursue jobs in academia while others practice as freelance artists. Given the unique training the program has to offer, many of these students go on to become leaders in their fields.
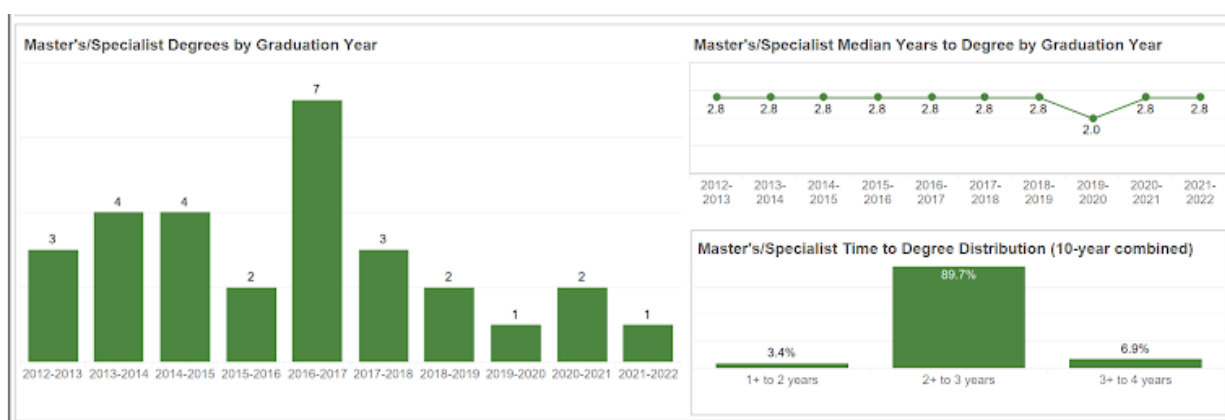
MFA Overall Analysis

Overall, students in the MFA program are meeting their intended learning outcomes. The students are engaged in meaningful scholarship, manifesting itself in everything from publications to exhibitions. The students are engaged in teaching practices, often as TAs and even in rare cases as instructors. The students are also engaged in connecting with their communities in means of establishing themselves in their particular field.

In terms of areas for growth and improvement, the first most critical task is to update the program Handbook. With the changing faculty members in the department and the changes in course offerings, the checksheet is in need of revisions. Members of the DS Graduate Program Committee, with the consultation of Assistant Dean Michelle Holland, are in the process of getting these documents refreshed and revised. Another area identified for growth came from clarifying expectations. Given the diversity of the program, the faculty advisor is the main person tasked with ensuring students understand their unique pathways to success. New methods for MFA onboarding and creating clear expectations for new students is an area that can be focused on in the next few years.

MS in Human Ecology

The School of Human Ecology is home to two named options at the MS level. Only one of these is an admitting MS program, titled MS in Human Ecology: Human Ecology. This program offers multi-disciplinary coursework that focuses on current theories and strategies for creating, managing and evaluating settings that promote human and community development. Students are exposed to current research and practice that integrates: (a) the promotion of human and family development with (b) perspectives on building effective organizations and sustainable communities. Students create their own "masters specialization" through elective courses and the completion of an applied capstone project. Specializations are designed so that students can name their expertise to prospective employees. This program is intended as a terminal, professional degree. The School also offers a non-admitting MS degree, titled MS in Human Ecology: Human Ecology Research. This option is only available to students who are enrolled in a PhD named option and want to earn the MS degree along the way to their PhD or want to exit with an MS after originally being admitted to and pursuing research in the PhD program in Human Ecology. This option was approved in Spring 2022 and first implemented in Fall 2022. Previously, three of the four departments had a named option at the MS level. These low-awarding programs were discontinued to move towards a more streamlined MS admitting program and MS research non-admitting program.

The current admitting MS program in Human Ecology was created in response to our previous 10-year self-study, in which the external reviewers encouraged SoHE to take more advantage of being one school ("One SoHE"), including having students learn across the four subunits within the school. The SoHE MS program has a checklist that can be met by taking courses across all four subunits within the school, and that allows students to craft an experience that is aligned with their professional goals. In addition, the current SoHE MS program was designed to follow the previous self-study to provide a master's degree option for students who do not intend to pursue careers as researchers and therefore are not best served by completing an original research study as a master's thesis (a requirement that often slowed down the program completion rate for students who were seeking to exit the graduate program after receiving their MS).

Degrees and Requirements

The Human Ecology minimum graduate degree credit requirement is 32 credits for the MS. Course requirements are structured around nine common learning outcomes as well as disciplinary topics, and allow for flexibility to meet individual student needs. The Human Ecology minimum residence credit requirements are 16 for the MS. The Human Ecology minimum graduate coursework 50% requirement states that at least 50% of the graduate degree credits must be coursework designed at the graduate level, which includes 16 credits for the MS. Prior graduate coursework is allowed as transfer credits from other graduate institutions, an undergraduate career at UW-Madison, and from university special student career at UW-Madison in accordance with the Graduate School policies. A maximum of 9 post-baccalaureate credits, taken either as transfer credits or special student credits, may count

towards the 30 credit master's degree requirements, provided the credits are judged by the program faculty to be appropriate in terms of level, focus and currency of content.

Student Learning Outcomes: MS Human Ecology

1. Articulate, critique, or elaborate the theories, research methods, and approaches to inquiry or schools of practice in one's area of study.

2. Identify sources and assemble evidence pertaining to questions or challenges in the area of study.

3. Understand the social, political, ethical, and economic contexts of research and creative scholarship.

4. Compare and contrast multiple paradigms for describing reality (e.g., personal history, world view, philosophic tradition, discipline).

5. Understand the Human Ecology perspective by examining and explaining the relations among humans and their natural, social, and build environments using an interdisciplinary and transdisciplinary lens.

6. Select and/or utilize the most appropriate methodologies and practices.

7. Recognize the nature and significance of diversity as related to one's area of study.

8. Communicate clearly in ways appropriate to a variety of audiences.

9. Recognize and apply principles of ethical conduct.

Curriculum and Training

MS Human Ecology Program Handbook
MS Human Ecology: Human Ecology Research Program Handbook
MS Human Ecology: Human Ecology GUIDE
MS Human Ecology: Human Ecology Research GUIDE

Moving forward, this section will solely discuss the admitting MS in Human Ecology: Human Ecology, and not the MS in Human Ecology: Human Ecology Research. All students formally have the MS program's faculty director (currently Sarah Halpern-Meekin) as their advisor. We share information about the program initially through a summer course enrollment orientation, followed by an orientation to graduate school and the program more generally for incoming students immediately prior to the start of the fall semester. Students are strongly encouraged to meet with the program's faculty director at least once per semester (and are prompted to do so at the beginning of the term and again prior to course enrollment for the next term). While some students rarely have these meetings, others want to meet more regularly (up to once a week), and most meet with the faculty director at least once or twice every semester. The program's faculty director teaches the capstone course, in which students typically enroll for their final two semesters in the program, and which includes both scaffolding for their timely

completion of their capstone projects (done in lieu of a master's thesis) and support for the job search process (e.g., sessions and assignments around resume writing, finding employment opportunities, and negotiating job offers, as well as completion of an individual development plan or similar self-assessment). Program alumni return to share their job search and employment experiences with current students, including how they have used what they learned in graduate school in their current positions; in addition to helping current students with their job search, this also helps to build relationships across "generations" in the program.

Recruitment, Admissions, and Enrollment

The SoHE MS program admits between 40-70% of applicants and is fairly successful at having admitted students attend, with around a 60% yield rate. In its current form, the program began admitting students in 2017-2018, so applications were lower then but have stayed fairly steady in subsequent years. The size of the program has ranged from 12-20 students; given the current staffing of the program, a program size of 12-16 is likely appropriate. We typically seek students who have some real-world experience, which can guide them in establishing their professional goals; often, our students have substantial previous work experience, with some continuing in their jobs part-time or full-time while in graduate school. This can shape the pacing of their progression through the program. We very much value students from backgrounds underrepresented in academia who bring their important experiences and perspectives to doing the applied work the program promotes. Sometimes, the personal demands these students face outside of school can create challenges for their educational trajectories.
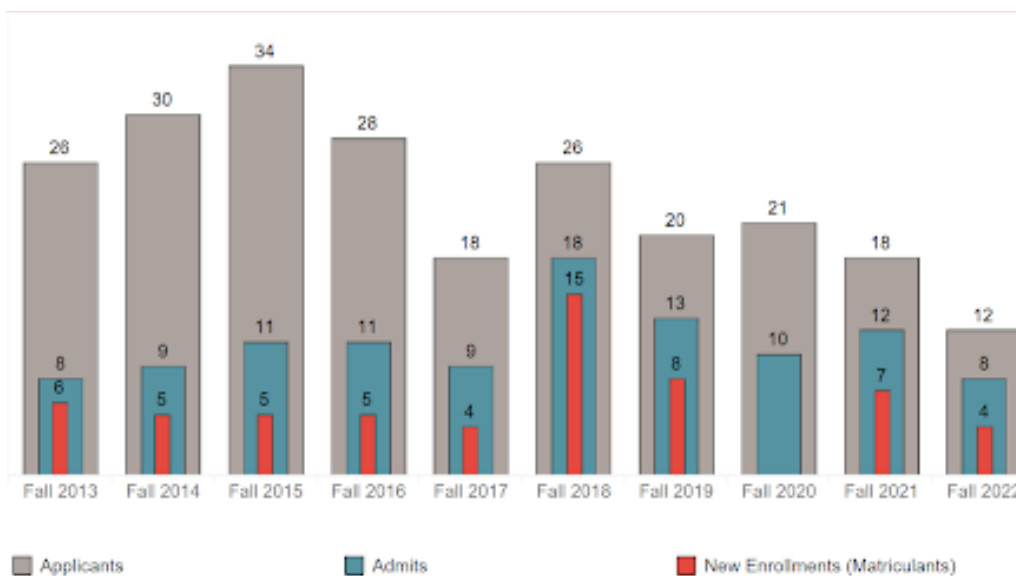
Non-targeted domestic students make up about two-thirds of applicant, admitted, and enrolled student pools. International students make up about a quarter of the applicant pool, but are less likely to be admitted or enroll; in some cases, their lack of admission is due to English language test scores that are below the university's minimum requirements. Likewise, the lack of guaranteed funding can affect their enrollment decisions if they are offered admission. If SoHE wants to be able to attract more of the international student applicants we are receiving,

being able to offer guaranteed funding would be essential. Targeted domestic minority students make up about 12% of applicants, 16% of admitted students, and a quarter of enrolled students, meaning they are more likely to be admitted and enroll, on a relative basis, than other groups. We have seen a marked growth in the proportion of our students who are from targeted domestic minority groups, which aligns with our program's and school's focus on working to attract and support the success of students from minority racial/ethnic groups.

Like other programs in SoHE, the applicant, admitted, and enrolled student pools disproportionately identify as female (~85%). We have seen some indications in our most recent cohort that we are attracting some more students who identify as male. We will attend to whether this continues with future cohorts.
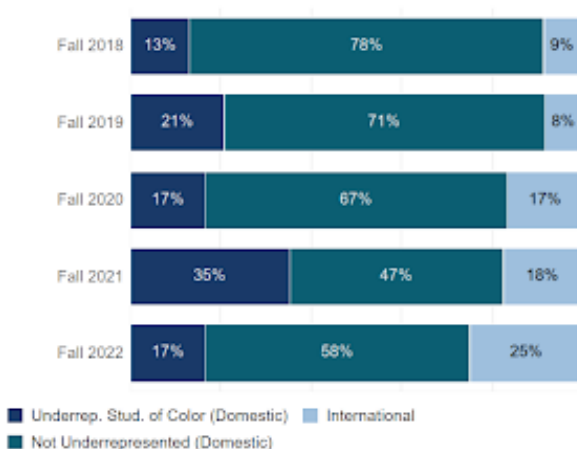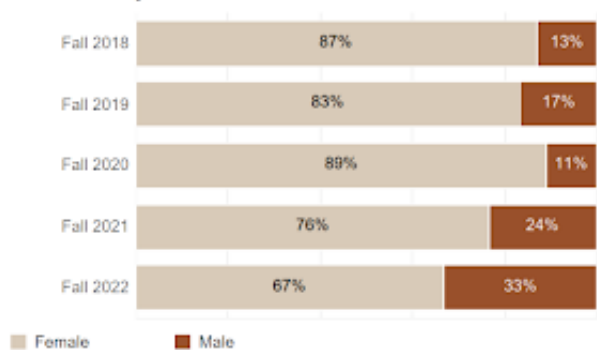
We would like to have a slightly larger student population than we do now, though not by many more students. It can be hard to maintain a stable cohort size throughout the year because we have students attending both part-time and full-time and proceeding through the program at various paces; this means we have some students who have completed in the program in as little as 12 months and others who have taken 3.5 years, and that we have students who are completing the program in Fall, Spring, and Summer terms. Sarah Halpern-Meekin, the program director, has been supervising summer independent studies to allow students to move through the program more quickly (so they are not constrained to working on their capstone projects only in the fall or spring semesters). Therefore, while we have a goal of having about 15 students in the program (appropriate to current staffing levels), we expect that the actual size of the program will vary across semesters, depending on the students' pacing through the program.

We would like to continue to build advertising for the program, as students have thus far mostly found us through word of mouth or by stumbling across our website. Our targeted emailing of professors and advisors at other universities does not seem to have produced many prospective students. Because our ideal applicant is a working professional, as opposed to a new BA/BS graduate (who went through college on a traditional track without substantial employment experience), being able to advertise to SoHE alumni is one of our goals. We are working in

cooperation with SoHE staff who lead the Certificate in Community and Nonprofit Leadership to advertise the program because we expect that the types of prospective students who would be drawn to each of our programs is similar in their interests (even if they vary in the type of degree they wish to pursue).

Advising, Mentoring, Student Community and Climate

We have an orientation session during the summer prior to students' enrollment to help them with course selection and understanding how to navigate the university's Course Search and Enroll tool. We have a program-specific orientation for incoming students immediately prior to the start of their first semester to introduce them to the program staff and to calibrate expectations and talk about approaches to succeeding and persevering in graduate school. Part of this orientation includes encouraging students to identify centers or other organizations on campus with which they can connect as a way to facilitate their learning and professional growth outside the classroom. We ask a continuing student to attend the orientation to also answer incoming students' questions and to share their own experiences. We have held an in-person "welcome (back)" session toward the start of the fall semester for the past two years (previously interrupted by the pandemic) to offer opportunities for connection and relationship building. We require students to take Inter-HE 792, a course in which most of the other incoming SoHE graduate students enroll, which creates opportunities for MS students to meet one another and the students from other SoHE programs. We have a faculty/staff committee that guides the MS program, which includes a graduate student member, who also solicits feedback from current students to ensure an open pipeline of communication is available.

Funding and Scholarships

The SoHE MS program does not offer guaranteed funding to incoming students, with the exception of students who receive an AOF fellowship (of which there have been several in our program). Some of our students do not want to receive funding, because they want to continue working in their existing jobs and/or do not want to attend school full-time (necessary to be eligible for funding). Therefore, having 100% of our students funded is not a goal for our program. However, our students who do seek funding are nearly always successful in securing it, often through teaching or project assistantships. While we do share opportunities with them that we hear about, and we advise them on how to seek these assistantships, we recognize the additional effort the search process creates for them. That they are in classes alongside other SoHE graduate students who are fully funded can create some feelings of inequity; this is one of the challenges of realizing the "One SoHE" vision.

Degrees, Completion, and Outcomes

Because the program is intended to be flexible and to have an applied orientation, each student works with the program's faculty director to develop an individualized course of study (combining coursework from within SoHE and elsewhere in the university, depending on student interests). In addition to being required to take eight credits of coursework within SoHE, students take nine credits in an area of specialization that they design themselves (which could be contained within one department/discipline or be created by drawing together a set of

courses from across fields). As part of the revamping effort that created the current version of the MS program, Mary Beth Collins created nine one-credit graduate-level professional skills courses, which many of the MS students take to fulfill their nine-credit professional skills requirement. These courses introduce students to a variety of applied skills that Madison-area professionals identified as essential for master's-level employees when we conducted focus groups with them. In their capstone projects, students partner with community organizations that they identify and cultivate a partnership with to do applied work. This allows them to apply the knowledge and skills they have gained over the course of their graduate studies, in addition to honing their abilities at managing the relationships and timelines involved in conducting community projects. These capstone projects also offer students a concrete product or experience they can point to as demonstrating their abilities and accomplishments when they are applying and interviewing for jobs.
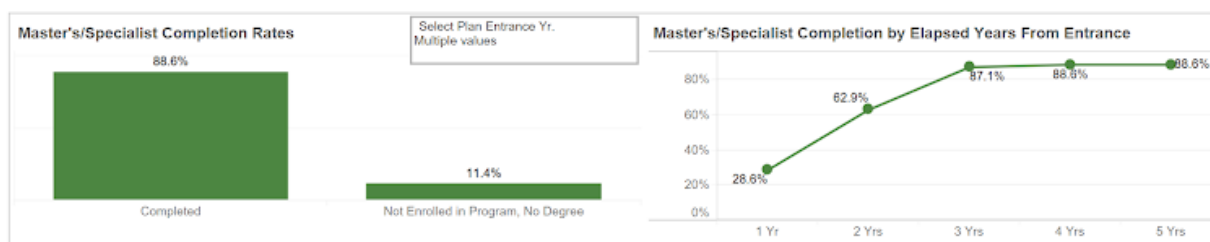
Because students move through our program at varying paces, with some attending full time and others part time, we expect substantial variation in the time it takes for students to complete their degrees. Nonetheless, the heavy majority of students (eight out of ten) finish in two years or less. Very few students have left the program without a degree (and when it has happened it has been driven by a student's life circumstances, as opposed to school).

By and large, students have relatively easily found jobs in their chosen fields. For example, the post-graduate plans for our most recent graduates from the past year were: PhD student (Michigan State University), Voter Engagement and Civic Learning Coordinator (University of Wisconsin), Program Manager (Design Initiative, Dartmouth College), and Badger Precollege Project Coordinator (University of Wisconsin).

MS Overall Analysis

Identified action items below:

- Continue to develop and implement faculty governance structure
- Continue discussions about broadening faculty involvement in the MS across the school
- Identify ways for students to develop relationships with other SoHE faculty, besides the program's faculty director
- Work with SoHE capstone certificate program and Michelle to make progress on advertising the program
- Work with the school as a whole to promote MS students feeling included in the school, despite not being in any of the four subunits

- Develop a LinkedIn graduate program page that could connect all SoHE alumni to facilitate their ongoing connections to each other and SoHE

All Graduate Programs: Overall Summary of Recommendations

The SoHE graduate programs have experienced tremendous growth over the past 10 years. This growth has been matched by increases in financial resources, faculty to serve as mentors, and graduate program leadership. Overall, the climate of the graduate programs and experiences of students is positive and reported to be highly impactful. Strengths of the program include success in attracting and retaining students from underrepresented racial/ethnic groups, the OneSoHE Curriculum which has helped build community, the vast opportunities for students to engage in meaningful research, outreach, and teaching experiences, and development of high impact professional development trainings. That said, the self study has also identified areas for improvement and growth. The following provides a summary of major recommendations that were identified through the self-study.

1. Continue to focus on building a positive and inclusive climate. The SoHE has created an inclusive and positive climate for graduate education. The following ideas were offered to further enhance this climate.

- Increase interactions between graduate students and faculty outside of the classroom, especially for first-year students.
- Sharing of updates regularly by department leadership to students. Students want to be informed about departmental activities.
- Offer more specific events for MS students and more support and acknowledgement of the MS and how it is unique from PhD programs in SoHE
- Continue to monitor and address any hostile or intimidating behaviors and promote faculty communication that is supportive, personal (learning student names), and that respects and encourages different worldviews and cultural, economic status, and/or gender experiences.

2. Grow Student Scholarship funds. Both faculty and students expressed a need to increase scholarship funds so that students can engage in meaningful research, creative works, and professional training. The greatest scholarship needs are summarized below.

- Increase conference travel funds to reflect actual incurred costs and to allow for multiple conferences, especially for students going on the job market.
- More summertime research awards. Protected time during the summer is critical for allowing students to focus on program milestones and professional products.
- Funds for community-engaged research and global scholarship.
- Coverage of segregated fees, higher stipend levels, and/or hardship funds to address hardships and costs of living

- More upfront scholarships (e.g., one summer of guaranteed support) to attract top-tier graduate students and so that graduate students can better plan.

3. Cultivate strong faculty mentorship. Overall, students are receiving high quality mentorship. The below recommendations were intended to further enhance this mentorship.

- Mentorship meetings should be frequent (weekly or bi-weekly), structured, and personalized. They should provide proactive advice, clear expectations and deadlines, and specific feedback on their writing skills and research ideas.
- SoHE faculty who mentor graduate students should regularly engage in workshops on effective and inclusive mentorship.
- Continue to recognize and reward faculty for excellence in mentorship.

4. Build International and global connections. The SoHE graduate programs involve a robust body of international students.

- Find ways to build connections among these students – especially connecting new students with current students prior to arriving on campus – and share resources.
- Draw attention to global scholarship at SoHE - this may help students with global interests identify committee members and relevant projects.

5. Focus on diversity, inclusion, and Social Justice. The SoHE's commitment to creating an inclusive, diverse, and welcoming environment and to addressing social injustices is a strength.

- Students would like SoHE leadership and department chairs to call out social injustices and racial violence when they occur on campus.
- SoHE has created a strong GRS community. It is important to continue to focus on strengthening this community.
- Consider offering bias training and/or other related workshops for all SoHE graduate students and faculty.
- The E&J Net and Summer Institute are valuable ways to attract top tier diverse students and to promote research, outreach, and creative work related to social justice.

6. Fill curriculum and professional training gaps. There is a need for more graduate courses and professional development in the PhD program.

- More graduate courses taught by SoHE faculty and on faculty areas of expertise
- More coverage of qualitative and quantitative research methods
- Communication on courses outside of SoHE that are relevant to SoHE students

- Institutionalize secondary mentoring from faculty who are not the student's primary advisor, but may serve on committees or as informal mentors.
- Provide time and space to support graduate students in working on milestones (e.g., dissertation writing groups, groups to discuss challenges of being a TA) and in writing grant/fellowship proposals.
- Address the hidden curriculum of academia by offering information on the unspoken expectations, academic jargon, etc.
- More professional development on non-traditional career options – especially early on in graduate training.

7. Administrative and Program Improvements

- Some programs (CSCR and DS) are in need of updates to their Handbooks.
- The CBFE PhD named option is developing a recruitment plan and considering ways to revise the program to attract a more robust array of students who fit with the research and learning experiences they are well suited to offer.
- The applied MS in Human Ecology program serves an important function in the School by placing Human Ecology scholars in applied positions that advance the Wisconsin Idea. However, because the program is not housed within a specific unit (i.e., department), many faculty do not interact with MS students. A new structure for better integrating the MS program into the School. In addition, while all MS students who have sought a graduate assistant received one, SoHE currently does not guarantee funding to MS students. This can make it difficult to attract top-tier MS students.
- The Capstone certificate has the potential to draw new audiences into SoHE, including individuals already in careers who would like to grow their leadership skills. However, new strategies are needed to increase recruitment and/or to alter the program (e.g., consider virtual learning options) to attract a larger pool of applicants.
- There may also be ways to leverage the applied MS program and the Capstone Certificate to develop relationships with industry partners (e.g., non-profits, research institutes, and businesses) who value the skillset of Human Ecology students. These partnerships may create opportunities for paid funding (e.g., semester PA at a non-profit) for MS and Capstone students.
- Some PhD named options have relatively high attrition and/or a high number of current students considered leaving the program. In part, some of the above recommendations may address challenges related to this attrition. However, there may also be other challenges.
- The MFA program is small and is unique from the other degree programs. It is important to ensure that MFA students engage in the *OneSoHE Curriculum* to build community. As

new faculty are hired in the DS program, it will also be important to consider the 'right-size' of this program and clarify its focus areas.

Doctoral Minor in Human Ecology

(10 year review)

Program Overview
- Include program mission, requirements (link to Guide), learning outcomes (link to Guide), and relationship to other programs in the department/school

Demonstration of Need and Recruitment/Outreach
- Include populations targeted, data to demonstrate need, and efforts to recruit/inform students

Program Administration and Resources
- Include a description of academic administration

Faculty/Staff Participants
- Include a list of participating faculty, instructional staff, administrative staff with their role and department affiliation noted

Student Enrollment
- Analyze enrollment data and trends. Are enrollments consistent with program goals and resources? What do they signal about program strength?

Assessment
- Address key findings from annual assessments of student learning, with an analysis of the extent to which the program is meeting learning goals.

Program Completion
- Provide data on the number of certificates awarded annually. Do courses have adequate capacity for certificate progression and completion?

Overall Analysis of the Self-Study and the Future State of the Program
- Include recommendation and proposals for academic or administrative improvements
- Outline key findings from the self-study, including primary program strengths and challenges, and priorities the program has identified for improvement.
- Discuss how the program will address any weaknesses and build on existing strengths
- Identify aspirational goals for the future of the program

Graduate/Professional Certificate and Doctoral Minor in Community Engaged Scholarship (CES)

(3 year check in, 5 year review)

- 3 year check in: Submitted to the Graduate School in Fall 2022
- CES graduate/professional certificate GUIDE
- CES doctoral minor GUIDE
- CES Data

Program Overview

The purpose of the Community-Engaged Scholarship (CES) certificate and minor program is to educate graduate students in the practice of community-engaged scholarship (CES), which is defined as teaching or research that is done in collaboration with community organizations or community partners in equitable, mutually beneficial, and respectful relationships. The focus of CES can include:

- Community-based service learning, in which students work with community organizations or members, typically through direct service, advocacy or policy efforts, or other project-based work, to enhance their learning while providing tangible benefits to the community organization and its constituents.
- Community-based research, a spectrum of research including community-based participatory research and participatory action research. In this type of research, researchers work with community members to address research questions or issues identified by the community itself. These collaborations typically yield both academic research and useful outcomes or products for community members, who often act as co-researchers. Additionally, the relationships between community partners and researchers are mutually beneficial, equitable, and respectful.
- Other community engagement and outreach efforts, including scholarship on CES.

Graduate students in this CES certificate or minor program may focus on one, several, or all facets of CES, depending on their interests. Through this certificate or minor, it is intended that students will feel confident to teach community-based learning courses, conduct community-based research, and/or lead community engagement initiatives.

The CES certificate and minor programs build on the mission of the department of Civil Society and Community Studies (CSCS) which is to focus on "processes of education and community leadership as they pertain to the many fields and disciplines of the School of Human Ecology." The department helps students "acquire and develop broad-based interdisciplinary knowledge, perspectives, and skills for application as leaders and educators focused on human issues and services within education, community, nonprofit, government agencies, and business settings." This graduate certificate or minor program provides another avenue for CSCS to prepare

graduate students for these community leadership roles while preparing students to apply their knowledge in a variety of settings. CES focuses on tangible applications in community settings.

Demonstration of Need and Recruitment/Outreach

The CES certificate and minor are meant to fulfill the interests of a broad range of students on the UW-Madison campus. As we describe below, many graduate students are interested in doing meaningful work with community members in alignment with the Wisconsin Idea. Community-minded graduate students can be found in virtually every department at UW-Madison. Some programs are explicitly community-oriented, such as the department of CSCS or the School of Library and Information Studies. However, that leaves many other students who would like to pursue some community engagement without a clear path for incorporating that work into their graduate studies.

This certificate is meant to fill that gap: to provide expertise, institutional support, and formal recognition for those graduate students who want to develop their knowledge of and skills in community engagement within their own discipline, which may not be as community-oriented as CSCS. Potential graduate students may instead be in the STEM fields, education, sociology, communication, the humanities, or other disciplines. This certificate and minor program are intended to bridge the divide between students who want to solely focus on CES and those who want CES to be an important piece of their graduate education.

In May of 2016, staff from the Morgridge Center for Public Service conducted a survey of all University of Wisconsin--Madison graduate students, as well as several focus groups, to gauge students' interest in community-engaged scholarship (CES). The results were clear: many students were interested in combining their scholarship--be it teaching, research, or both--with meaningful engagement with the community. Some students were unfamiliar with CES, but wanted to learn more and explore opportunities. Others came to UW-Madison specifically because of the Wisconsin Idea and were disappointed there were not more opportunities for community engagement. Students expressed the desire for more institutional support for CES, such as recognition on transcripts. This study led us to develop this certificate and minor, which lend important institutional support for graduate students interested in CES.

There is also additional strong evidence that more graduate students need education in and recognition for CES. As universities increasingly expect faculty members to engage with communities, graduate students need appropriate training to fulfill these needs. Additionally, many current and future graduate students will not pursue careers in academia. Many students may instead go into the nonprofit or public sectors where they will be expected to do meaningful work with community members and organizations. This certificate will help provide students with the necessary training and skills to do this work in a respectful, equitable, and effective way.

Program Administration and Resources
Sigan Hartley, Director of Graduate Studies, School of Human Ecology
Carolee Dodge Francis, Professor and Department Chair, Civil Society & Community Studies, School of Human Ecology
Cynthia Jasper, Professor, Civil Society & Community Studies, School of Human Ecology
Michelle Holland, Assistant Dean for Graduate Program Administration, School of Human Ecology

Faculty/Staff Participants
Haley Madden, Assistant Director of Community Engaged Scholarship, Morgridge Center
Cory Sprinkel, Community Engaged Scholarship Specialist, Morgridge Center
Travis Wright, Faculty Director, Morgridge Center

Student Enrollment
The CES certificate and minor currently have about 12 students enrolled in the programs. While we initially anticipated having 4 to 5 students enrolled at any given time we have adapted with the assistance from the staff of the Morgridge Center for Public Service.

Assessment
The faculty director and course instructors conduct a thorough assessment of the assignments and student learning outcomes in the required coursework which includes Counseling Psychology 601: Best Practices in Community Engaged Scholarship (2 credits), CSCS 811: Community Based Research: Theory & Practice, or CSCS 570: Community Based REsearch and Evaluation (3 credits), as well as 1 credit of CSCS 999 independent study. Each student also selects one elective course from an approved list of electives related to the scholarship, theory, or practice. Each year the CES certificate/minor evaluates the following six learning goals using direct and indirect measurers.
1. Apply theory and effective practices in the conduct of community-based research and evaluation.
2. Utilize theories of translational and transformative learning and community change in performing engaged scholarship.
3. Develop mutually beneficial and equitable partnerships with community organizations and members.
4. Design and evaluate community-based programs for education and outreach using collaborative and participatory approaches.
5. Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.
6. Cultivate a leadership style and communication skills that engage community partners in scholarship.

Program Completion
- Provide data on the number of certificates awarded annually. Do courses have adequate capacity for certificate progression and completion? - STILL NEEDED

Overall Analysis of the Self-Study and the Future State of the Program

In the fall of 2020 the first three-year review of the CES certificate and minor program was completed. As a result of recommendations to provide a more robust array of course offerings we have increased the elective course selections available in the past two years. These electives come from a wide variety of disciplinary backgrounds so students can take a class that is particularly relevant to their field of study.

We have also worked on the recruitment. Specifically, we advertise the certificate and minor broadly across campus. The Morgridge Center for Public Service has expansive communication networks across campus and regularly advertises to these networks, including the Graduate School newsletter. We have built relationships with the P.O.W.E.R. Collective, a network of activist scholars of color at UW. We speak with many students about the certificate and minor at the New Graduate Student Welcome. We consult with students individually before and during their completion of the program to learn about their individual needs and priorities, connect them with resources, and offer any other support as needed. We offer regular informational sessions about the program and answer student questions. We utilize student feedback in our courses and update curricula based on that feedback. Our support staff are continually available for consultation.

In the future, we plan to do more targeted outreach to increase diversity in the program, including connecting with the Office of Diversity, Inclusion, and Funding. We plan to continue to attend to student feedback and improve our courses and offerings.

In summary, the CES certificate and minor programs are integral to the strategic goals of the CSCS department and School of Human Ecology in that it is a high impact learning experience that aims to address and contribute to solving real societal issues and problems. The CES certificate and minor also contribute to increasing productivity in research and scholarship. It contributes to the goal of collaborating beyond the School and department to build strategic partnerships to solve real-world problems through community-based work designed to address human needs. It is also a campus-wide initiative that helps to unite SoHE and the CSCS department with Extension and other schools and colleges to create positive change to elevate the SoHE brand and advance the UW mission. In addition, it seeks to foster inclusive and equitable learning and working practices throughout SoHE, ensuring that SoHE is accessible, welcoming and effective for all graduate students.

Identified action items are as follows:

- Continue work on recruitment and communication about the CES program to all graduate students on the University of Wisconsin—Madison campus
- Continue to review and update course offerings

Capstone Certificate in Community & Nonprofit Leadership (CNPL)

(3 year check in, 5 year review)

- [3 year check in](#): Submitted to the Graduate School in Fall 2022
- [Capstone Certificate CNPL GUIDE](#)
- [Capstone Certificate CNPL Data](#)

Program Overview

The Community and Nonprofit Leadership Capstone Certificate is hosted by the UW-Madison Center for Community and Nonprofit Studies (the "CommNS"), a hub for learning, outreach, and research related to the nonprofit sector, community efforts, and civil society. The Certificate embraces a multi-disciplinary, ecological, community-centered approach that focuses on community dynamics and community-led efforts in addition to organizational management approaches. It encourages critical thinking and skill-building which acknowledges and addresses root causes, alongside the development of tactical, operational, and management skills typically associated with nonprofit leadership. Community partner relationships of the CommNS and the expertise of community practitioners are central to this program. Students can expect to benefit from the contributions of a network of local, regional, statewide, tribal, national and international guest contributors, and in-the-field observations and experiences while learning from UW–Madison-based instructional faculty. Students also benefit from a rich learning community of fellow learners who are engaged with and interested in a broad range of interest areas across different communities and types of nonprofit organizations. Through the program, students also have the opportunity to customize their learning experience to their own substantive area of interest, while developing skills that are universal to mission-based efforts. The list of Learning Outcomes can be found [here](#).

To obtain the Certificate, students must complete a total of ten (10) credits, receiving a minimum grade of C in each course used to meet the Certificate requirements. All credits for the Certificate must be completed while enrolled in the Certificate program. The CommNS series of "Professional Skills" courses, listed under Inter-HE815, provide core content for the program. Students are required to take at least four (4) of the Professional Skills Courses in completing their ten (10) credits. The program currently requires that courses be in on-campus or distance learning format. The full list of requirements and courses, which also draw heavily from the Civil Society and Community Studies program, can be viewed [here](#).

Demonstration of Need and Recruitment/Outreach

For years, the vast network of individuals and organizations which the CommNS connects with from Wisconsin to the World has provided informal but consistent feedback that many professionals in leadership roles in nonprofit, community, civil society, and social entrepreneurship endeavors have taken an indirect route in arriving in these positions of substantial influence and responsibility. Many have substantive qualifications (i.e. early childhood education, environmental science, the arts, education) which have led them to professional opportunities in nonprofit organizations which conduct programming around those topics. These professionals are then promoted to management or executive positions in those settings, without training around management, strategy, operations and infrastructure, governance, community engagement, and other skills and topics which tend to be central to leadership roles in the sector. Our 10-credit Capstone Certificate program, which requires engagement with a notable survey of upper level courses, and offers a transcripted credential to those who have a bachelor's degree in a variety of fields, was designed to better prepare these types of learners.

This program is particularly appropriate for those who are advancing in their career in the nonprofit sector and have identified a need for more training, or who wish to make a career pivot to be better qualified for leadership roles in the nonprofit sector, civil society, or community, or social entrepreneurship endeavors. The Certificate program is also flexible in that it allows students to complete requirements according to their needs and personal timeline; additionally, all professional skills courses and some other courses included in the program take place in the evening, to accommodate daytime work schedules.

Thus, our recruitment and outreach is focused on alumni of the School of Human Ecology, and organizations and individuals in our CommNS network. We conduct email and social media outreach to our general CommNS audiences, do specific outreach to organizations which are likely to have employees who would benefit from the Certificate program, and work with SoHE communications and alumni relations to highlight the program with friends and alumni of SoHE.

Program Administration and Resources
This program relies on a key resource: courses that were already offered to undergraduate and graduate students. No courses were uniquely developed or are uniquely delivered to Capstone Certificate students; they participate in our broader learning community through our existing course offerings. Program administration – including promotion, admissions, matriculation/enrollment, and advising – rests with the CommNS Executive Director (Mary Beth Collins), and the CommNS Operations Coordinator (Mikala Wong).

Collins and Wong coordinate to review all incoming applications to and inquiries about the Certificate program and reach out to offer individual meetings for all applicants, to answer questions and assess fit. Once a student is admitted, Wong assists with technical aspects of enrollment, and Collins advises on courses selection. Once students are enrolled, we conduct regular email check-ins with students, offer individual check-in meetings and group opportunities to gather approximately once a semester, and verify progress through DARS. We conduct tracking of prospects and current students through an internal spreadsheet, and are in regular contact with Continuing Studies and other campus units with which we need to coordinate for the program.

Faculty/Staff Participants
- Mary Beth Collins, Executive Director, UW-Madison Center for Community and Nonprofit Studies (the "CommNS")
- Mikala Wong, Operations Coordinator, UW-Madison Center for Community and Nonprofit Studies
- Other CommNS staff/TAs who are involved in Professional Skills Courses
- Civil Society and Community Studies faculty who teach additional courses
- SoHE colleagues in the Business Office and involved with Graduate Programs, as applicable.

Student Enrollment
Two students graduated from the program in the Fall 2022 semester. Current enrollment is eight (8) students. Two students decided, after some experience in the program, to apply to our "adjacent" SoHE MS program and transferred their completed Certificate credits to that program (in part, a testament to their satisfaction with the Certificate coursework and experience). One new applicant has applied to join the program in the Fall 2023 semester. While inquiries and conversations related to the program have come from a diverse range of learners, we have only one student from an underrepresented racial/ethnic group learner among our enrollees to date (although that trend may be changing with our incoming students; precise demographic information unavailable); we have had some diversity in age and stage of career. Several individuals who inquired about the program have declined to participate due to the fact that it is in-person and in-Madison and because financial aid/scholarships are currently not available.

Assessment
With our relatively small group and personal approach to this burgeoning program, we are able to conduct 1-on-1 discussions with students about their learning experience and collect their feedback. We will conduct follow-up inquiries with graduates and alumni of the program to

gather their perspective on how the program prepared them for their work. We also collect and take into account course evaluations for the Professional Skills courses, and, through our adjacent SoHE Master's program, informally assess the relevance of the topics of those courses regularly. Content within each Professional Skills course is updated each time it is offered to ensure timeliness in a dynamic field.
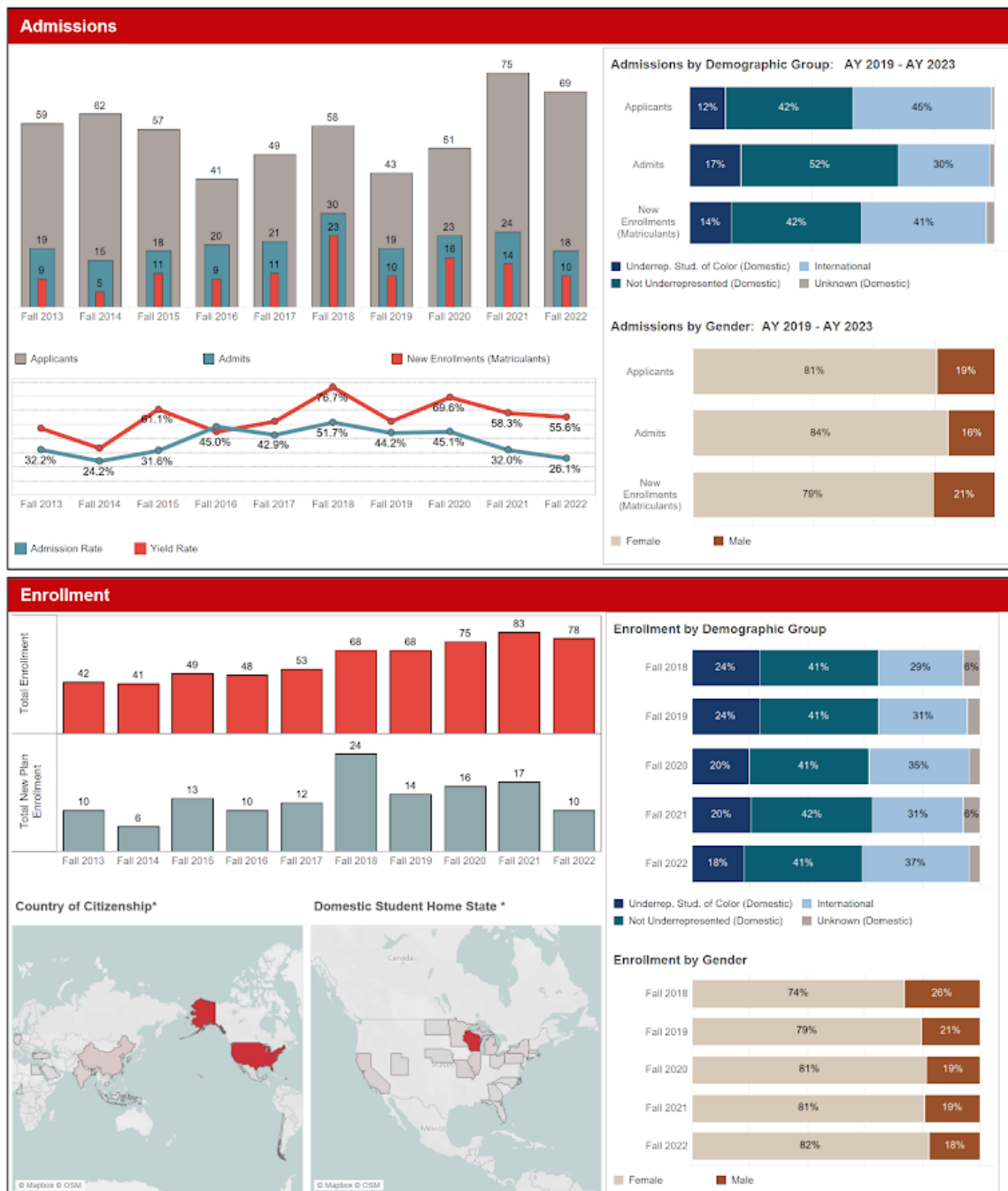
Program Completion
Our first two (2) graduates obtained their Certificate at the end of Fall Semester 2022.

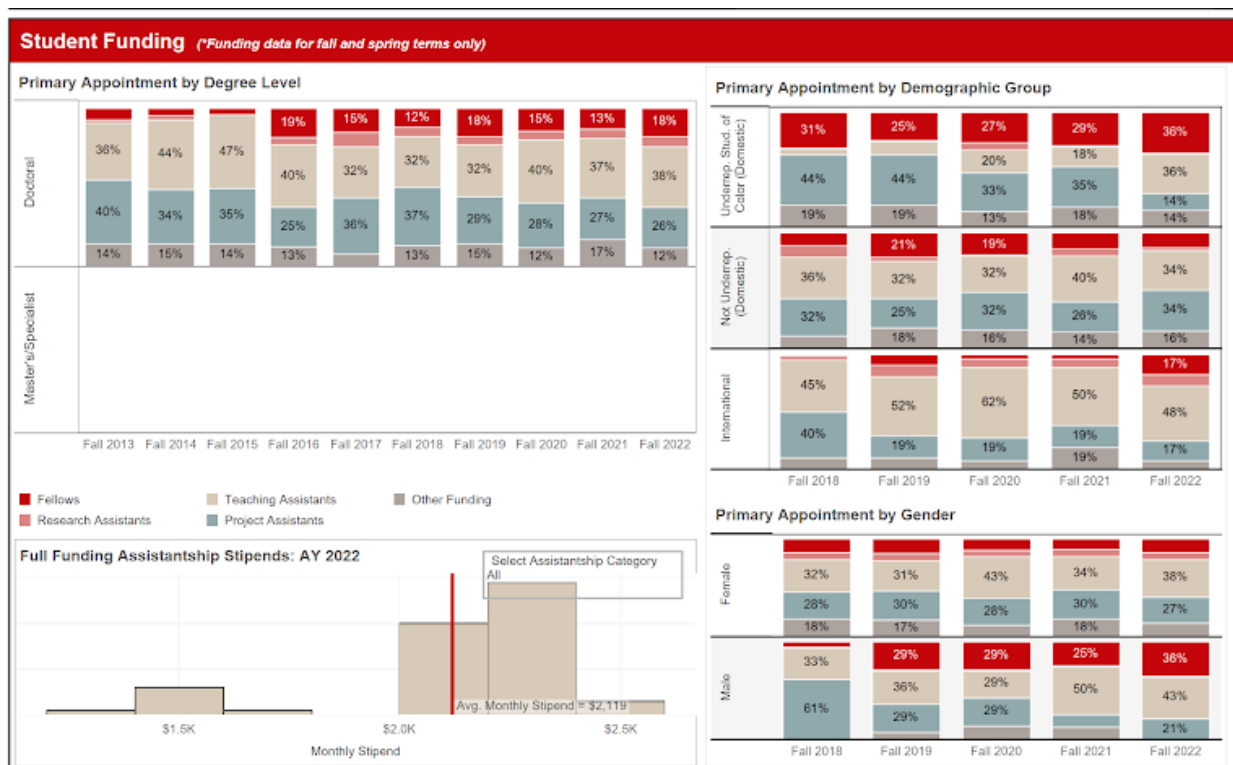**Overall Analysis of the Self-Study and the Future State of the Program**
This program has been successfully piloted in four (4) semesters with minimal staffing and additional resources, limited outreach, and a small initial test group of students, in a period that was dominated by the pandemic. We see continued interest in the program notwithstanding the fact that we have minimal outreach and promotional capacity. We have recently seen interest from employers to support their employees in entering this program to advance their skills. We have also heard that virtual programming would be of interest to students in a broader geographic area. The target audience, substantive requirements, pedagogical and andragogical elements of the program, community-engaged and "mixed" learning community (including overlap with graduate students) aspects of the program are sound. There is an apparent need in the field for a "deeper dive" experience with professional development for innovators and leaders in the sector than what can be obtained through miscellaneous conferences and webinars; thus, it seems this 10-credit opportunity may gain traction, especially if learners are supported by employers to participate. Cost of the program and lack of financial aid resources present a barrier to certain learners who could benefit from the Certificate and who would otherwise wish to engage in it. With additional resources for administration, outreach, scaling, and exploring additional modalities (including online/virtual and/or "intensive" summer programming), as well as ideally resources to support student costs, the foundations of this program can be built upon for a high impact Capstone Certificate program that can reach a wider range of learners, and have an important and positive impact on the front lines of community work, the nonprofit sector, civil society, and social innovation.

Human Ecology All PhD Data

Recruitment, Admissions, & Enrollment

Funding

Student Funding (*Funding data for fall and spring terms only)

Primary Appointment by Degree Level / Primary Appointment by Demographic Group / Primary Appointment by Gender / Full Funding Assistantship Stipends: AY 2022
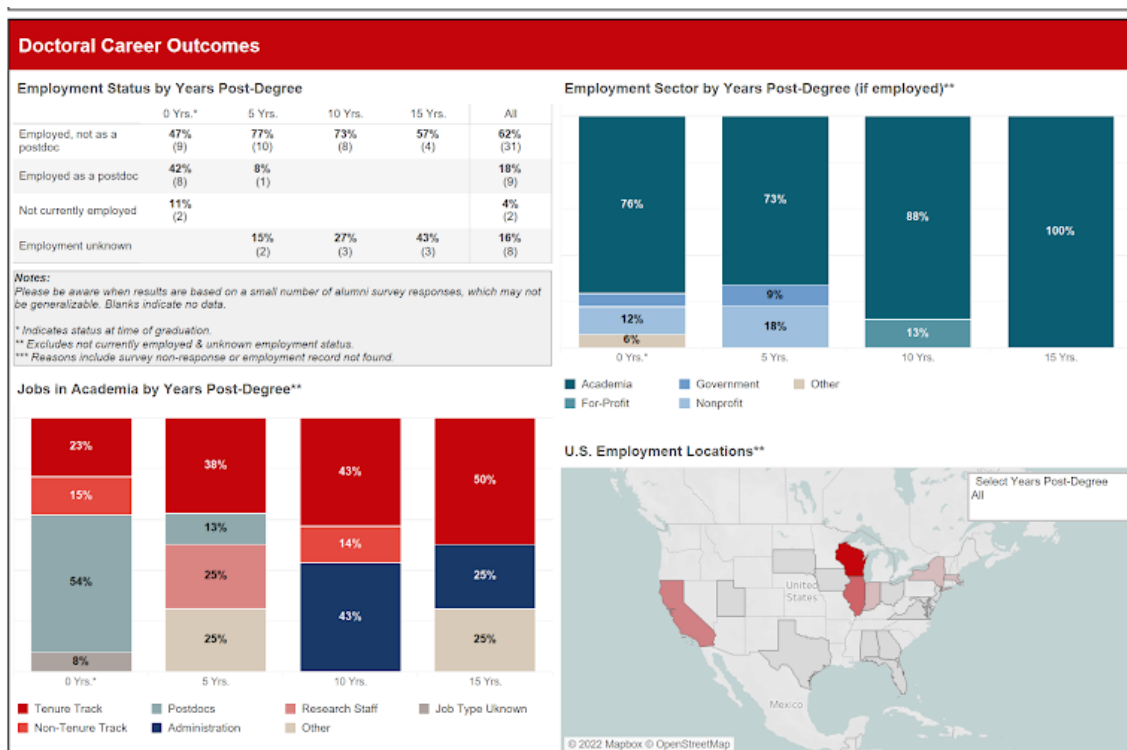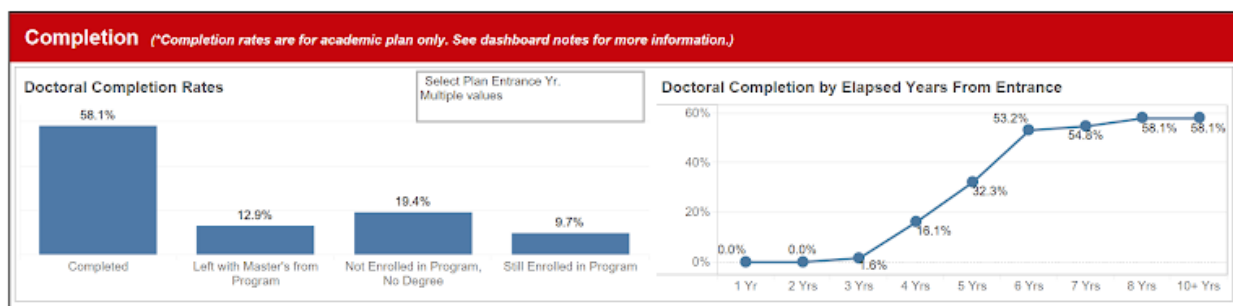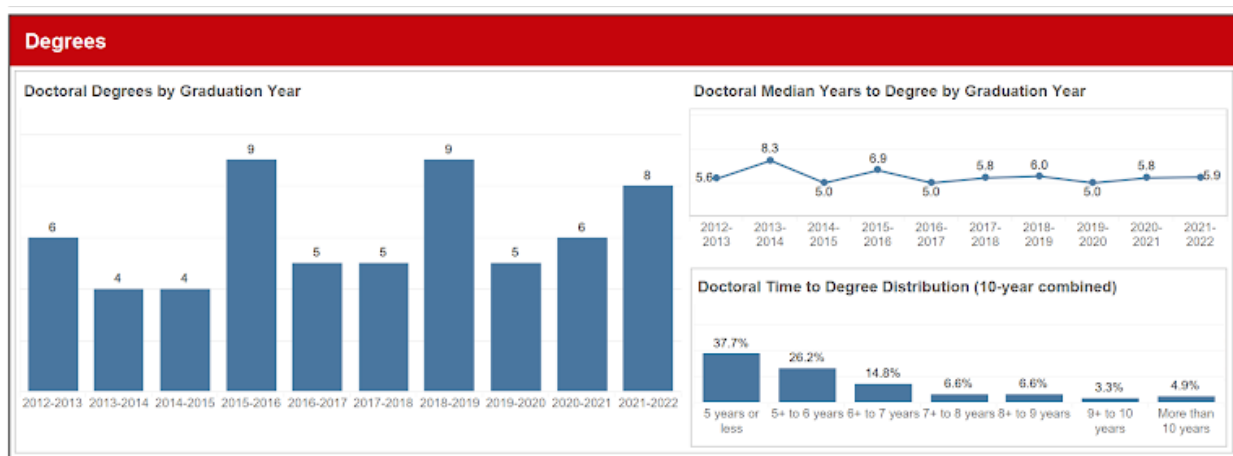
This visualization was created by the UW-Madison Graduate School Office of Academic Analysis, Planning and Assessment. Questions, feedback, or requests for accessibility assistance should be directed to data@grad.wisc.edu.

Restricted

Degrees, Completion, Outcomes

(plan entrance years selected: 2010-11 to 2015-16)

Degrees

Doctoral Degrees by Graduation Year

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
6	4	4	9	5	5	9	5	6	8

Doctoral Median Years to Degree by Graduation Year

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
5.6	8.3	5.0	6.9	5.0	5.8	6.0	5.0	5.8	5.9

Doctoral Time to Degree Distribution (10-year combined)

5 years or less	5+ to 6 years	6+ to 7 years	7+ to 8 years	8+ to 9 years	9+ to 10 years	More than 10 years
37.7%	26.2%	14.8%	6.6%	6.6%	3.3%	4.9%

Completion (*Completion rates are for academic plan only. See dashboard notes for more information.)

Doctoral Completion Rates

Select Plan Entrance Yr. Multiple values

Completed	Left with Master's from Program	Not Enrolled in Program, No Degree	Still Enrolled in Program
58.1%	12.9%	19.4%	9.7%

Doctoral Completion by Elapsed Years From Entrance

1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs	7 Yrs	8 Yrs	10+ Yrs
0.0%	0.0%	1.6%	16.1%	32.3%	53.2%	54.8%	58.1%	58.1%

Doctoral Career Outcomes

Employment Status by Years Post-Degree

	0 Yrs.*	5 Yrs.	10 Yrs.	15 Yrs.	All
Employed, not as a postdoc	47% (9)	77% (10)	73% (8)	57% (4)	62% (31)
Employed as a postdoc	42% (8)	8% (1)			18% (9)
Not currently employed	11% (2)				4% (2)
Employment unknown		15% (2)	27% (3)	43% (3)	16% (8)

Notes:
Please be aware when results are based on a small number of alumni survey responses, which may not be generalizable. Blanks indicate no data.

* Indicates status at time of graduation.
** Excludes not currently employed & unknown employment status.
*** Reasons include survey non-response or employment record not found.

Employment Sector by Years Post-Degree (if employed)**

	0 Yrs.*	5 Yrs.	10 Yrs.	15 Yrs.
Academia	76%	73%	88%	100%
Government	12%	9%		
For-Profit / Nonprofit		18%	13%	
Other	6%			

Legend: Academia, Government, Other, For-Profit, Nonprofit

Jobs in Academia by Years Post-Degree**

	0 Yrs.*	5 Yrs.	10 Yrs.	15 Yrs.
Tenure Track	23%	38%	43%	50%
Non-Tenure Track	15%		14%	
Postdocs	54%	13%		
Research Staff		25%		
Administration			43%	25%
Other	8%	25%		25%

Legend: Tenure Track, Postdocs, Research Staff, Job Type Unknown, Non-Tenure Track, Administration, Other

U.S. Employment Locations**

Select Years Post-Degree: All

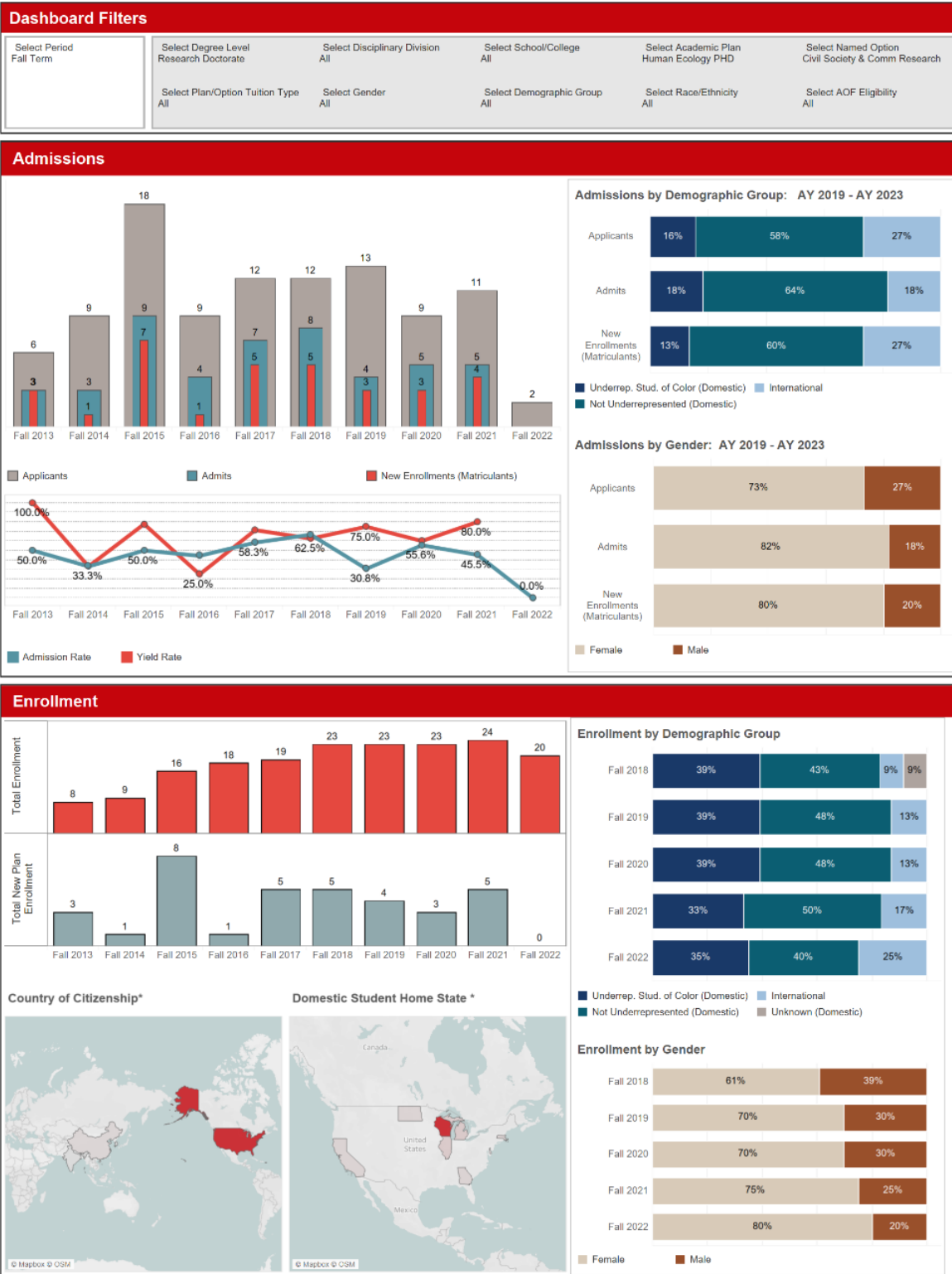© 2022 Mapbox © OpenStreetMap

CSCR Named Option Data

- [CSCR Analysis](#)

Recruitment, Admissions, & Enrollment

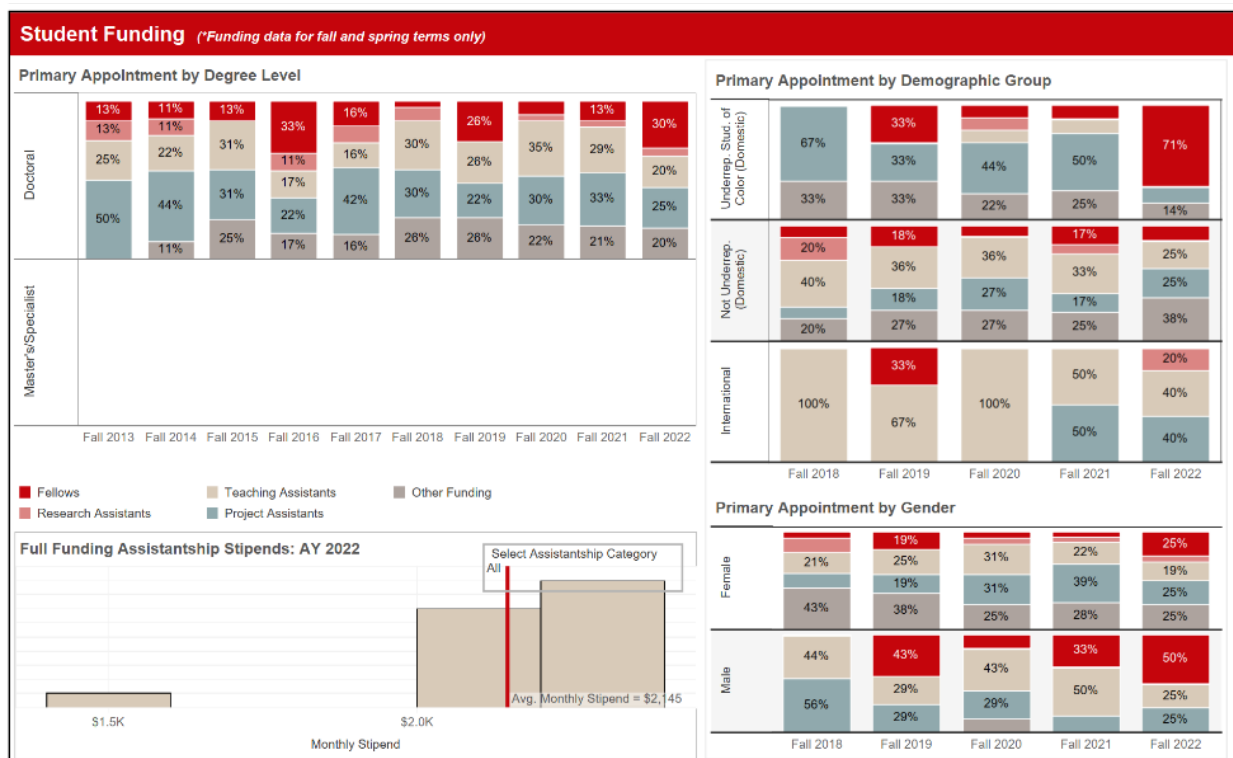## Graduate School Explorer
Admissions, Enrollment & Funding
Selection: Human Ecology PHD - Civil Society & Comm Research

Dashboard Filters

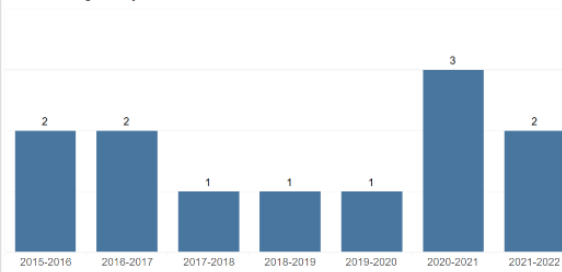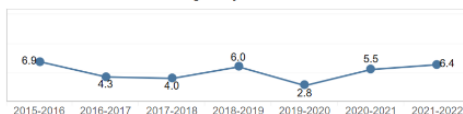|					
Select Period Fall Term	Select Degree Level Research Doctorate	Select Disciplinary Division All	Select School/College All	Select Academic Plan Human Ecology PHD	Select Named Option Civil Society & Comm Research
	Select Plan/Option Tuition Type All	Select Gender All	Select Demographic Group All	Select Race/Ethnicity All	Select AOF Eligibility All

Admissions

Admissions by Demographic Group: AY 2019 - AY 2023

Admissions by Gender: AY 2019 - AY 2023

Enrollment

Enrollment by Demographic Group

Enrollment by Gender

Funding

Degrees, Completion, Outcomes

(plan entrance years selected: 2010-11 to 2015-16)

Graduate School Explorer
Degrees, Completion & Career Outcomes
Selection: Human Ecology PHD - Civil Society & Comm Research

Dashboard Filters

Select Degree Level Research Doctorate	Select Disciplinary Division All	Select School/College All	Select Academic Plan Human Ecology PHD	Select Named Option Civil Society & Comm Research
Select Plan/Option Tuition Type All	Select Gender All	Select Demographic Group All	Select Race/Ethnicity All	Select AOF Eligibility All

Degrees

Doctoral Degrees by Graduation Year

Doctoral Median Years to Degree by Graduation Year

Doctoral Time to Degree Distribution (10-year combined)

Completion (*Completion rates are for academic plan only. See dashboard notes for more information.)

Doctoral Completion Rates

Doctoral Completion by Elapsed Years From Entrance
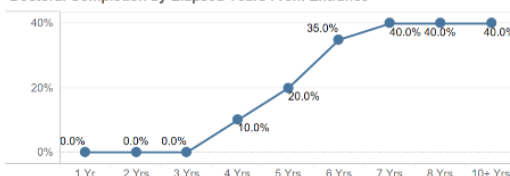
Doctoral Career Outcomes

Employment Status by Years Post-Degree

	0 Yrs.*	5 Yrs.	All
Employed, not as a postdoc	40% (2)	75% (3)	56% (5)
Employed as a postdoc	40% (2)		22% (2)
Not currently employed	20% (1)		11% (1)
Employment unknown		25% (1)	11% (1)

Notes:
Please be aware when results are based on a small number of alumni survey responses, which may not be generalizable. Blanks indicate no data.
* Indicates status at time of graduation.
** Excludes not currently employed & unknown employment status.
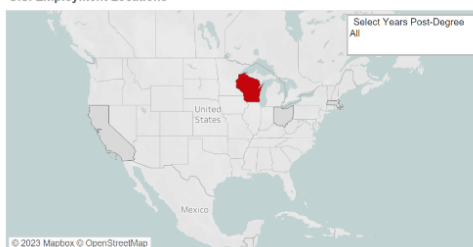**** Reasons include survey non-response or employment record not found.*

Employment Sector by Years Post-Degree (if employed)**

Jobs in Academia by Years Post-Degree**
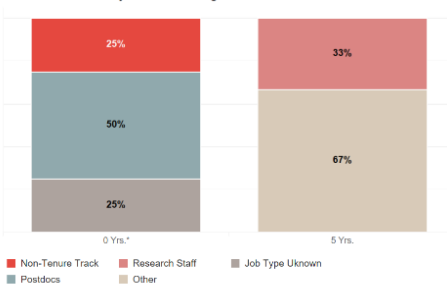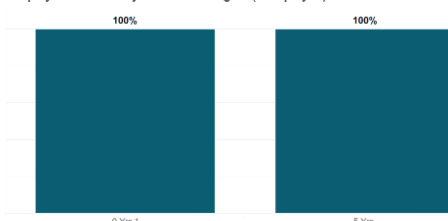
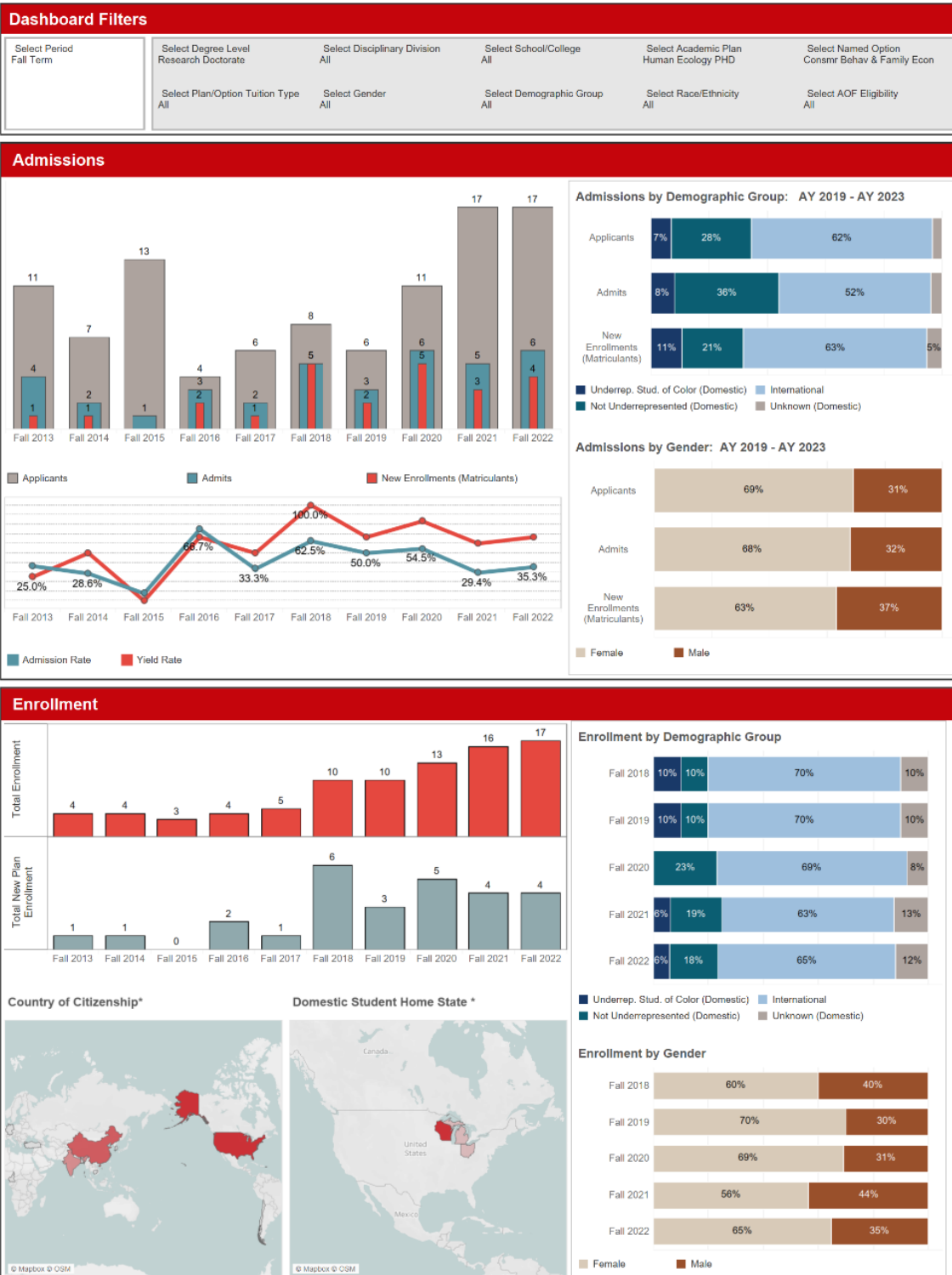**U.S. Employment Locations****

CBFE Named Option Data

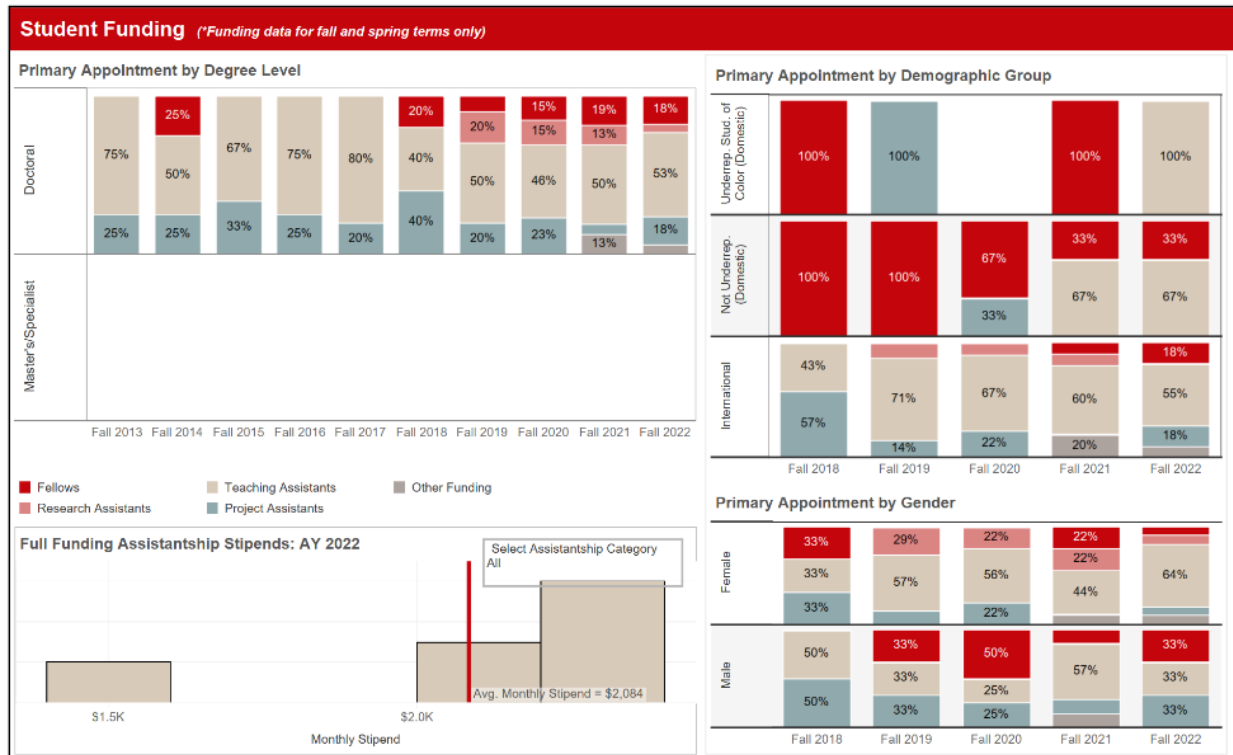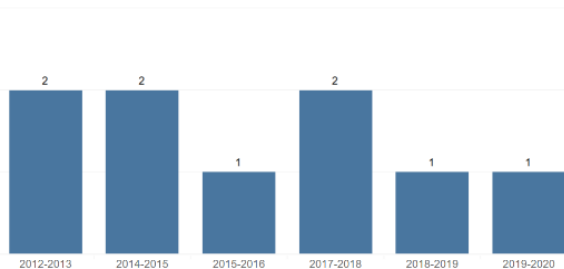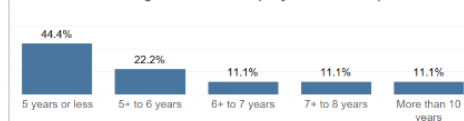- [CBFE Analysis](#)

Recruitment, Admissions, & Enrollment

Graduate School Explorer
Admissions, Enrollment & Funding
Selection: Human Ecology PHD - Consmr Behav & Family Econ

Dashboard Filters

Select Period	Select Degree Level	Select Disciplinary Division	Select School/College	Select Academic Plan	Select Named Option
Fall Term	Research Doctorate	All	All	Human Ecology PHD	Consmr Behav & Family Econ
	Select Plan/Option Tuition Type	Select Gender	Select Demographic Group	Select Race/Ethnicity	Select AOF Eligibility
	All	All	All	All	All

Admissions

Admissions bar chart by Fall term (2013–2022): Applicants, Admits, New Enrollments (Matriculants)

Admissions by Demographic Group: AY 2019 - AY 2023
- Applicants: 7%, 28%, 62%
- Admits: 8%, 36%, 52%
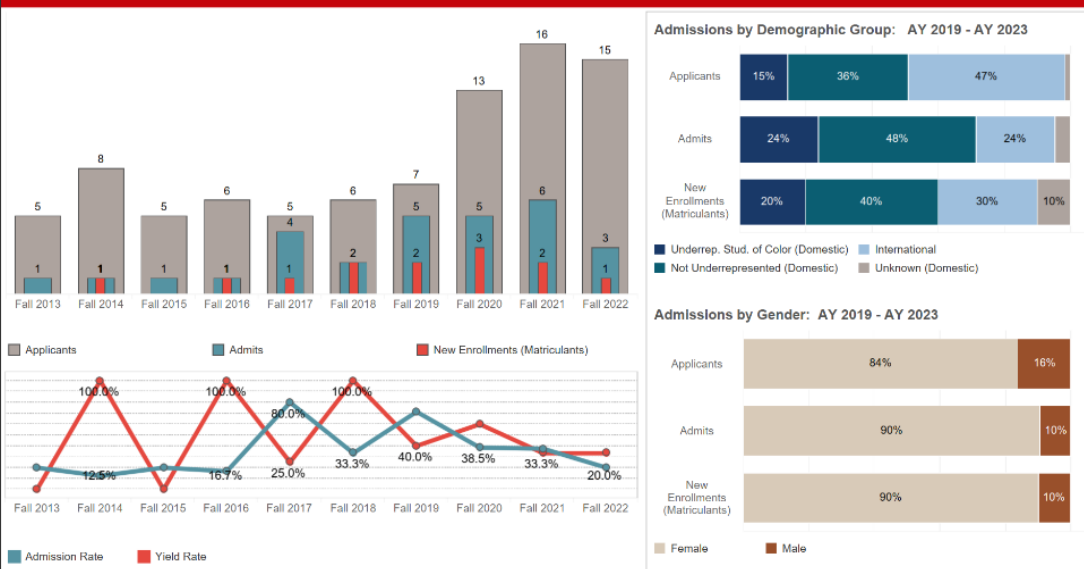- New Enrollments (Matriculants): 11%, 21%, 63%, 5%

Legend: Underrep. Stud. of Color (Domestic), International, Not Underrepresented (Domestic), Unknown (Domestic)

Admissions by Gender: AY 2019 - AY 2023
- Applicants: Female 69%, Male 31%
- Admits: Female 68%, Male 32%
- New Enrollments (Matriculants): Female 63%, Male 37%

Admission Rate / Yield Rate line chart: 25.0%, 28.6%, 66.7%, 33.3%, 62.5%, 50.0%, 54.5%, 29.4%, 35.3%, 100.0%

Enrollment

Total Enrollment by Fall term: 4, 4, 3, 4, 5, 10, 10, 13, 16, 17

Total New Plan Enrollment: 1, 1, 0, 2, 1, 6, 3, 5, 4, 4

Enrollment by Demographic Group
- Fall 2018: 10%, 10%, 70%, 10%
- Fall 2019: 10%, 10%, 70%, 10%
- Fall 2020: 23%, 69%, 8%
- Fall 2021: 6%, 19%, 63%, 13%
- Fall 2022: 6%, 18%, 65%, 12%

Legend: Underrep. Stud. of Color (Domestic), International, Not Underrepresented (Domestic), Unknown (Domestic)

Enrollment by Gender
- Fall 2018: Female 60%, Male 40%
- Fall 2019: Female 70%, Male 30%
- Fall 2020: Female 69%, Male 31%
- Fall 2021: Female 56%, Male 44%
- Fall 2022: Female 65%, Male 35%

Country of Citizenship*

Domestic Student Home State*

Funding

Student Funding *(*Funding data for fall and spring terms only)*

Primary Appointment by Degree Level

Doctoral / Master's/Specialist; Fall 2013 – Fall 2022

Legend: Fellows, Teaching Assistants, Other Funding, Research Assistants, Project Assistants

Full Funding Assistantship Stipends: AY 2022

Select Assistantship Category: All

Avg. Monthly Stipend = $2,084

$1.5K — $2.0K — Monthly Stipend

Primary Appointment by Demographic Group

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Underrep. Stud. of Color (Domestic)	100%	100%		100%	100%
Not Underrep. (Domestic)	100%	100%	67% / 33%	33% / 67%	33% / 67%
International	43% / 57%	71% / 14%	67% / 22%	60% / 20%	18% / 55% / 18%

Primary Appointment by Gender

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	33% / 33% / 33%	29% / 57%	22% / 56% / 22%	22% / 22% / 44%	64%
Male	50% / 50%	33% / 33% / 33%	50% / 25% / 25%	57%	33% / 33% / 33%

Degrees, Completion, Outcomes

(plan entrance years selected: 2010-11 to 2015-16)

Graduate School Explorer
Degrees, Completion & Career Outcomes
Selection: *Human Ecology PHD - Consmr Behav & Family Econ*
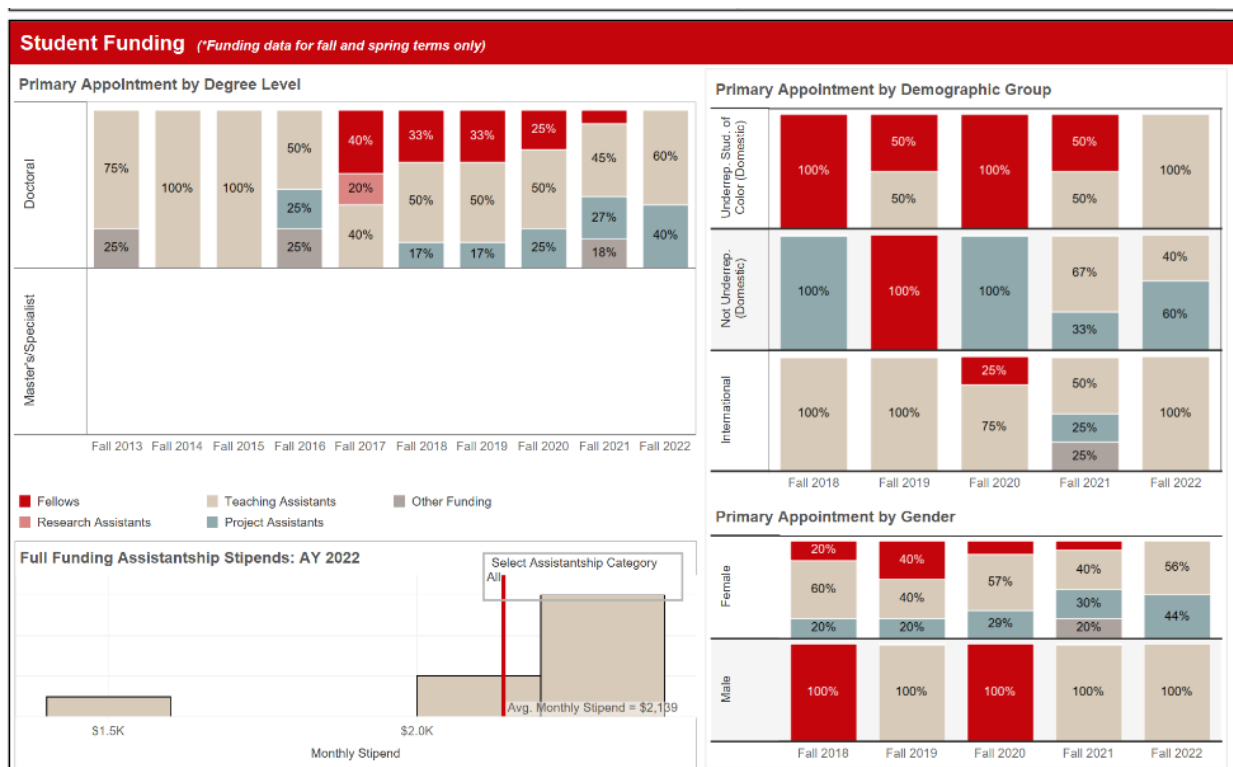
Dashboard Filters

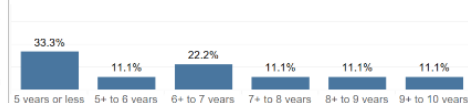|				
Select Degree Level Research Doctorate	Select Disciplinary Division All	Select School/College All	Select Academic Plan Human Ecology PHD	Select Named Option Consmr Behav & Family Econ
Select Plan/Option Tuition Type All	Select Gender All	Select Demographic Group All	Select Race/Ethnicity All	Select AOF Eligibility All

Degrees

Doctoral Degrees by Graduation Year

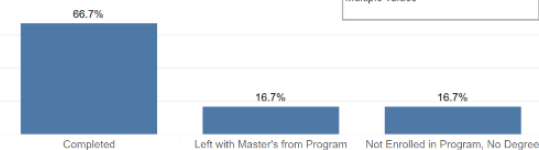**Doctoral Median Years to Degree by Graduation Year**

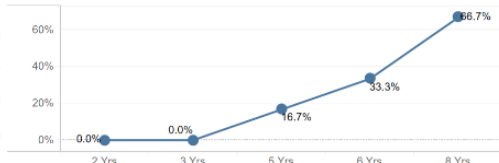**Doctoral Time to Degree Distribution (10-year combined)**

Completion *(*Completion rates are for academic plan only. See dashboard notes for more information.)*

Doctoral Completion Rates

Select Plan Entrance Yr.
Multiple values

Doctoral Completion by Elapsed Years From Entrance

Doctoral Career Outcomes

Employment Status by Years Post-Degree

|	0 Yrs.*	5 Yrs.	10 Yrs.	15 Yrs.	All
Employed, not as a postdoc	100% (2)	50% (1)	50% (1)	100% (1)	71% (5)
Employment unknown		50% (1)	50% (1)		29% (2)

Notes:
Please be aware when results are based on a small number of alumni survey responses, which may not be generalizable. Blanks indicate no data.

* Indicates status at time of graduation.
** Excludes not currently employed & unknown employment status.
*** Reasons include survey non-response or employment record not found.

Employment Sector by Years Post-Degree (if employed)**

■ Academia
■ Other

Jobs in Academia by Years Post-Degree**

■ Tenure Track
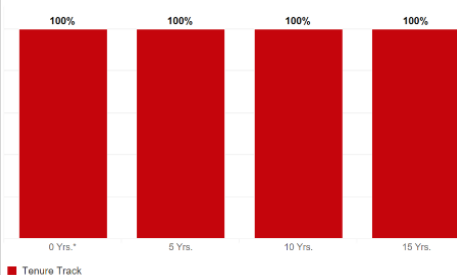
U.S. Employment Locations**

Select Years Post-Degree
All
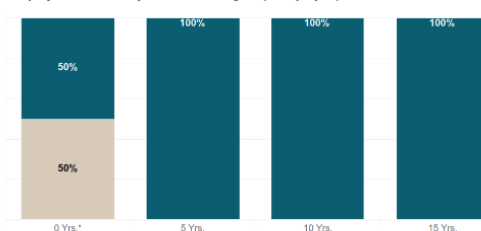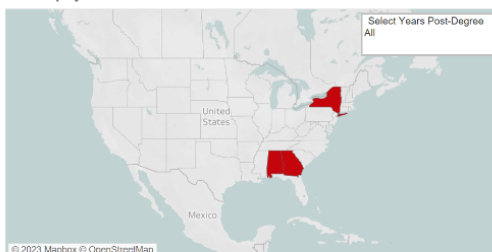
© 2023 Mapbox © OpenStreetMap

DS PhD Named Option Data

- [DS PhD Name Option Analysis](#)

Recruitment, Admissions, & Enrollment

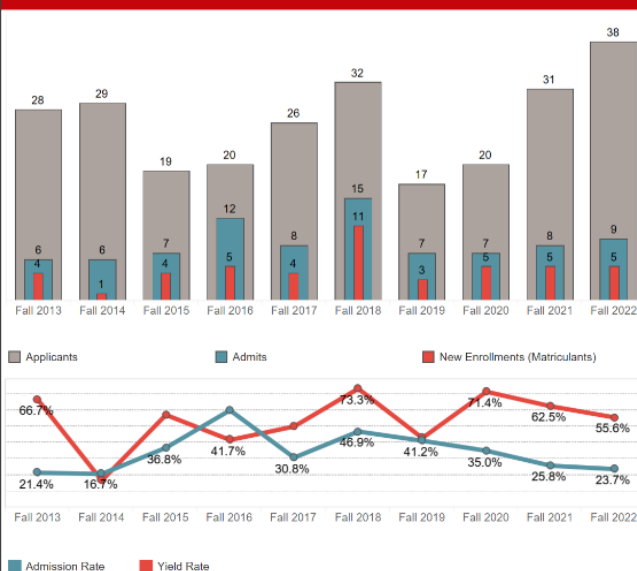**Graduate School Explorer**
Admissions, Enrollment & Funding
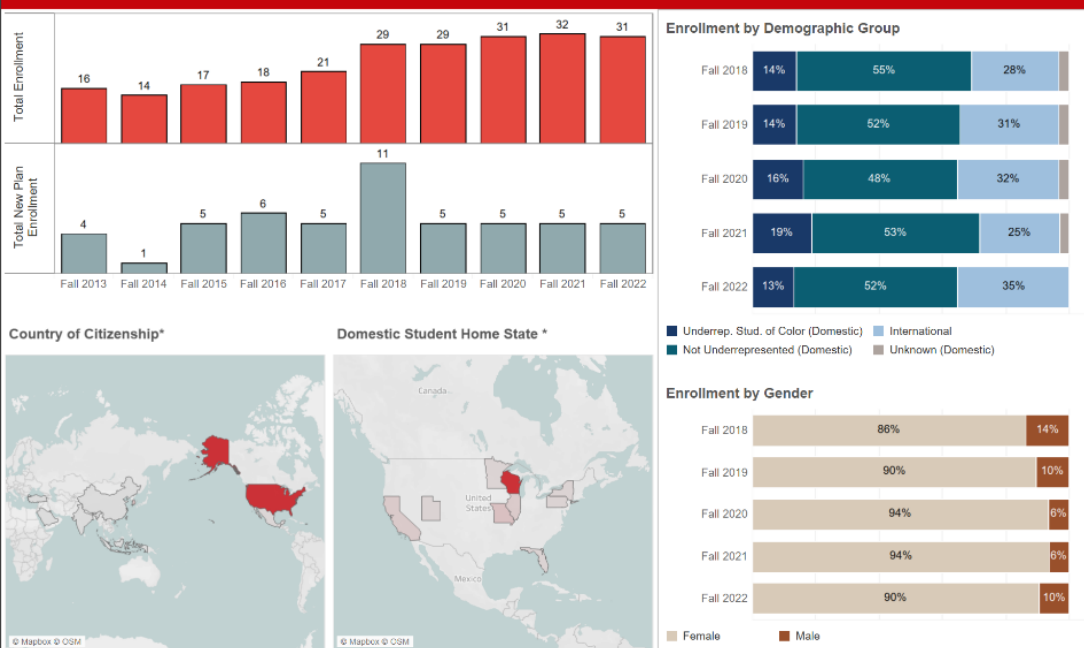*Selection: Human Ecology PHD - Design Studies*

Dashboard Filters

Select Period Fall Term	Select Degree Level Research Doctorate	Select Disciplinary Division All	Select School/College All	Select Academic Plan Human Ecology PHD	Select Named Option Design Studies
	Select Plan/Option Tuition Type All	Select Gender All	Select Demographic Group All	Select Race/Ethnicity All	Select AOF Eligibility All

Admissions

Admissions by Demographic Group: AY 2019 - AY 2023

Admissions by Gender: AY 2019 - AY 2023

Enrollment

Enrollment by Demographic Group

Country of Citizenship*

Domestic Student Home State *

Enrollment by Gender

Funding

Degrees, Completion, Outcomes

(plan entrance years selected: 2010-11 to 2015-16)

Graduate School Explorer
Degrees, Completion & Career Outcomes
Selection: Human Ecology PHD - Design Studies

Dashboard Filters

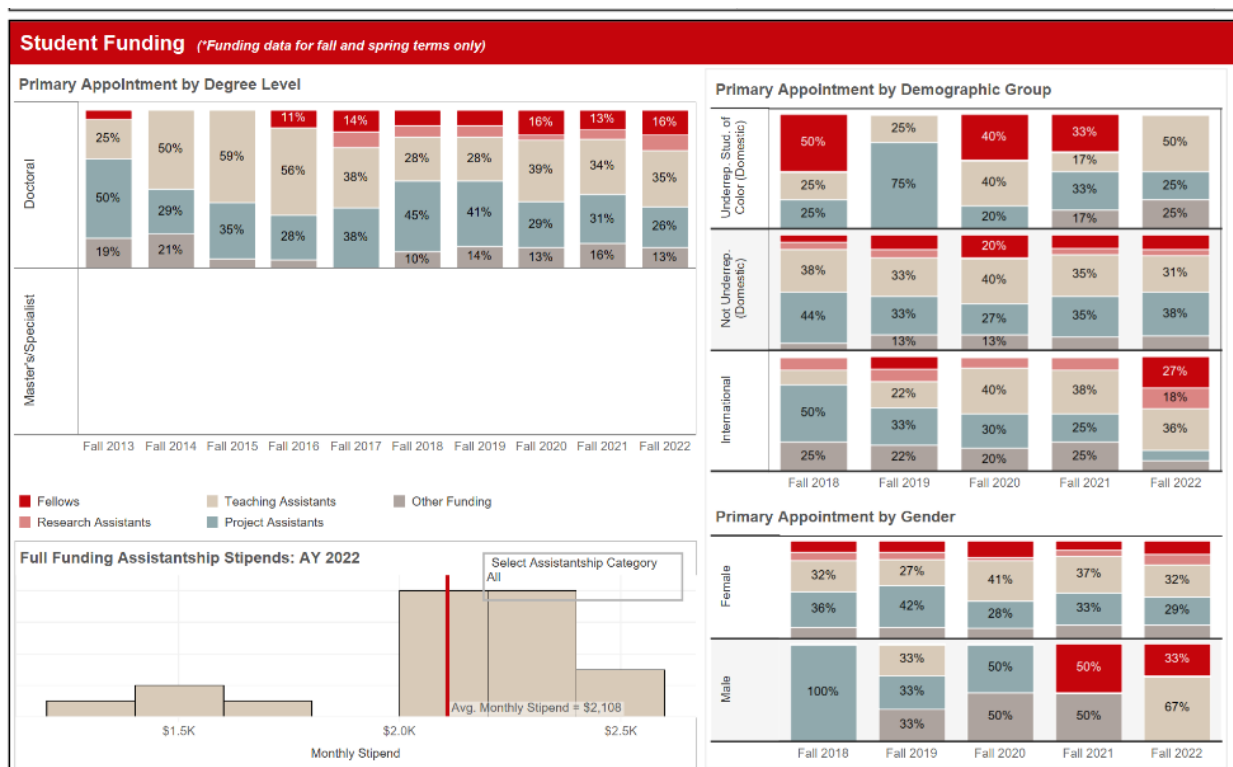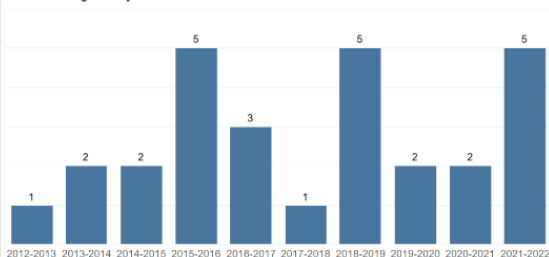|				
Select Degree Level Research Doctorate	Select Disciplinary Division All	Select School/College All	Select Academic Plan Human Ecology PHD	Select Named Option Design Studies
Select Plan/Option Tuition Type All	Select Gender All	Select Demographic Group All	Select Race/Ethnicity All	Select AOF Eligibility All

Degrees

Doctoral Degrees by Graduation Year

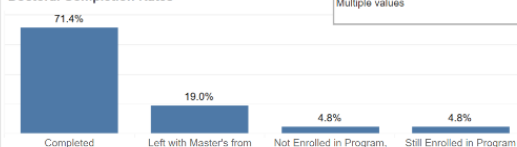Doctoral Median Years to Degree by Graduation Year

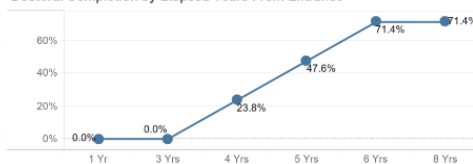Doctoral Time to Degree Distribution (10-year combined)

Completion (*Completion rates are for academic plan only. See dashboard notes for more information.)

Doctoral Completion Rates

Select Plan Entrance Yr.
Multiple values

Doctoral Completion by Elapsed Years From Entrance

Doctoral Career Outcomes

Employment Status by Years Post-Degree

Employment Sector by Years Post-Degree (if employed)**

	0 Yrs.*	10 Yrs.	All
Employed, not as a postdoc	100% (2)	100% (4)	100% (6)

Notes:
Please be aware when results are based on a small number of alumni survey responses, which may not be generalizable. Blanks indicate no data.

* Indicates status at time of graduation.
** Excludes not currently employed & unknown employment status.
*** Reasons include survey non-response or employment record not found.

Jobs in Academia by Years Post-Degree**
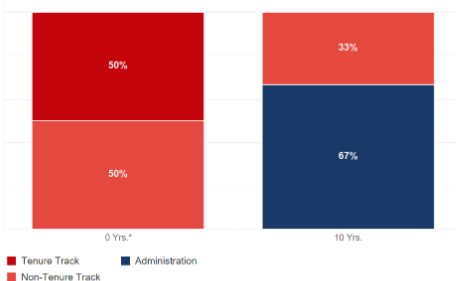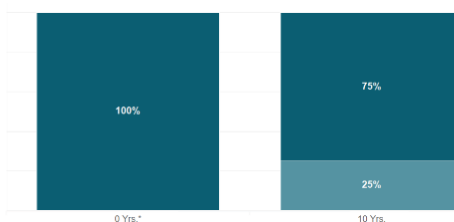
U.S. Employment Locations**

HDFS PhD Data

● [HDFS PhD Name Option Analysis](#)

Recruitment, Admissions, & Enrollment

Funding

Student Funding (*Funding data for fall and spring terms only*)

Primary Appointment by Degree Level

Doctoral / *Master's/Specialist* — Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022

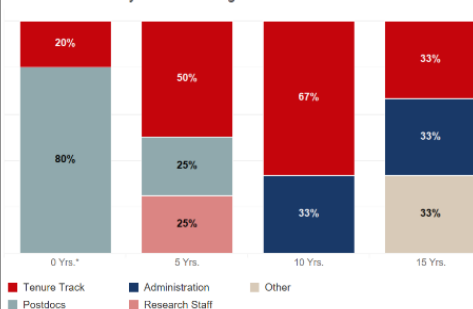Legend: Fellows, Research Assistants, Teaching Assistants, Project Assistants, Other Funding

Full Funding Assistantship Stipends: AY 2022

Select Assistantship Category — All

Avg. Monthly Stipend = $2,108

$1.5K, $2.0K, $2.5K — Monthly Stipend

Primary Appointment by Demographic Group

Underrep. Stud. of Color (Domestic), Not Underrep. (Domestic), International — Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022

Primary Appointment by Gender

Female, Male — Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022

Degrees, Completion, Outcomes

(plan entrance years selected: 2010-11 to 2015-16)

Graduate School Explorer
Degrees, Completion & Career Outcomes
Selection: Human Ecology PHD - Human Dev & Family Studies

Dashboard Filters

Select Degree Level	Select Disciplinary Division	Select School/College	Select Academic Plan	Select Named Option
Research Doctorate	All	All	Human Ecology PHD	Human Dev & Family Studies
Select Plan/Option Tuition Type	Select Gender	Select Demographic Group	Select Race/Ethnicity	Select AOF Eligibility
All	All	All	All	All

Degrees

Doctoral Degrees by Graduation Year

Doctoral Median Years to Degree by Graduation Year

Doctoral Time to Degree Distribution (10-year combined)

Completion *(*Completion rates are for academic plan only. See dashboard notes for more information.)*

Doctoral Completion Rates

Select Plan Entrance Yr.
Multiple values

Doctoral Completion by Elapsed Years From Entrance

Doctoral Career Outcomes

Employment Status by Years Post-Degree

	0 Yrs.*	5 Yrs.	10 Yrs.	15 Yrs.	All
Employed, not as a postdoc	33% (3)	86% (6)	60% (3)	50% (3)	56% (15)
Employed as a postdoc	56% (5)	14% (1)			22% (6)
Not currently employed	11% (1)				4% (1)
Employment unknown			40% (2)	50% (3)	19% (5)

Notes:
Please be aware when results are based on a small number of alumni survey responses, which may not be generalizable. Blanks indicate no data.

* Indicates status at time of graduation.
** Excludes not currently employed & unknown employment status.
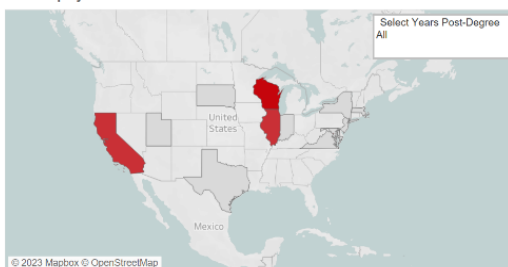**** Reasons include survey non-response or employment record not found.*

Employment Sector by Years Post-Degree (if employed)**

- Academia
- Nonprofit
- Government

Jobs in Academia by Years Post-Degree**

- Tenure Track
- Administration
- Other
- Postdocs
- Research Staff

U.S. Employment Locations**

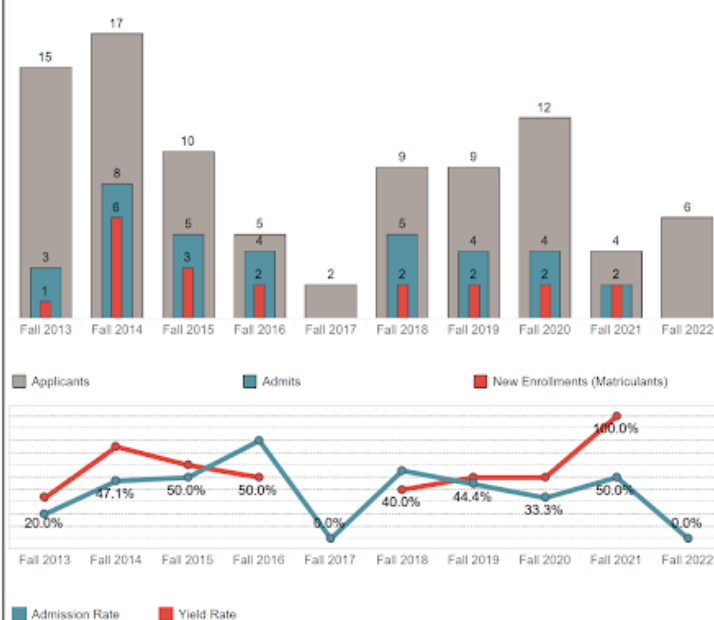Select Years Post-Degree
All

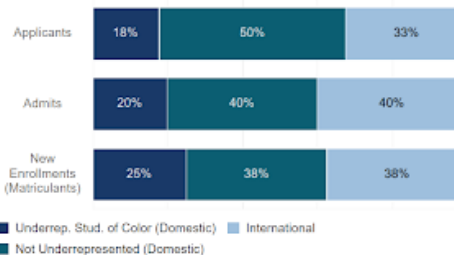© 2023 Mapbox © OpenStreetMap
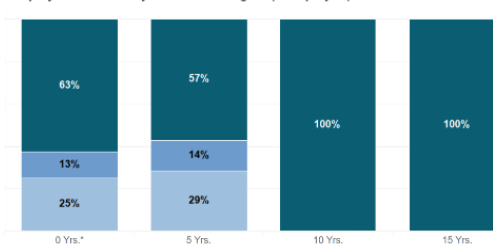
DS MFA Data

- DS MFA Analysis
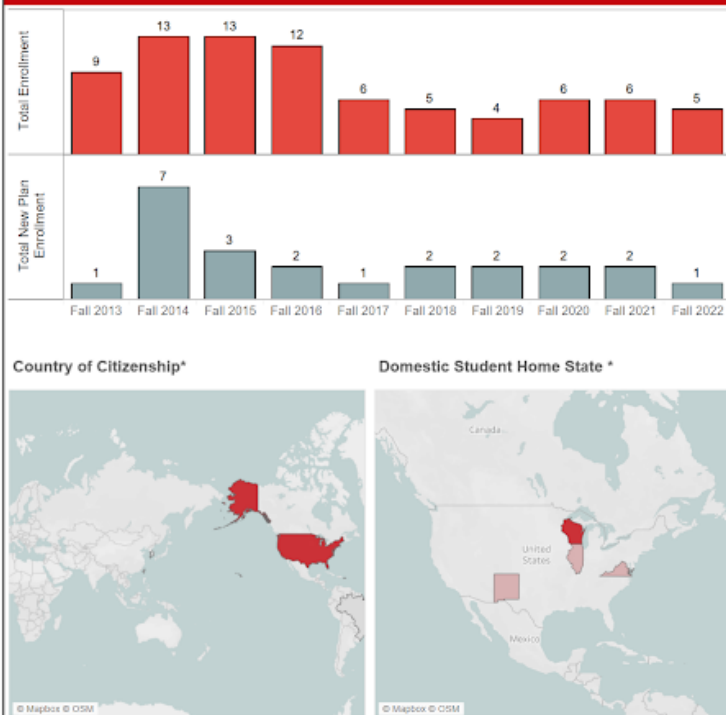
Recruitment, Admissions, & Enrollment

Admissions

Admissions by Demographic Group: AY 2019 - AY 2023

	Underrep. Stud. of Color (Domestic)	Not Underrepresented (Domestic)	International
Applicants	18%	50%	33%
Admits	20%	40%	40%
New Enrollments (Matriculants)	25%	38%	38%

■ Underrep. Stud. of Color (Domestic) ■ International
■ Not Underrepresented (Domestic)

Admissions by Gender: AY 2019 - AY 2023

	Female	Male
Applicants	88%	13%
Admits	93%	7%
New Enrollments (Matriculants)	88%	13%

■ Female ■ Male

Enrollment

Country of Citizenship*

Domestic Student Home State*

Enrollment by Demographic Group

	Underrep. Stud. of Color (Domestic)	Not Underrepresented (Domestic)	International
Fall 2018	20%	40%	40%
Fall 2019		50%	50%
Fall 2020	17%	33%	50%
Fall 2021	33%	33%	33%
Fall 2022	40%	40%	20%

■ Underrep. Stud. of Color (Domestic) ■ International
■ Not Underrepresented (Domestic)

Enrollment by Gender

	Female	Male
Fall 2018	100%	
Fall 2019	75%	25%
Fall 2020	83%	17%
Fall 2021	83%	17%
Fall 2022	100%	

■ Female ■ Male

Funding

Student Funding *(*Funding data for fall and spring terms only)*

Primary Appointment by Degree Level

Primary Appointment by Demographic Group

Full Funding Assistantship Stipends: AY 2022

Select Assistantship Category
All

Avg. Monthly Stipend = $1,931

Monthly Stipend

Primary Appointment by Gender

Legend: Fellows, Teaching Assistants, Other Funding, Research Assistants, Project Assistants

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

This visualization was created by the UW-Madison Graduate School Office of Academic Analysis, Planning and Assessment. Questions, feedback, or requests for accessibility assistance should be directed to data@grad.wisc.edu.

Restricted

Degrees, Completion

(plan entrance years selected: 2010-11 to 2015-16)

Master's/Specialist Degrees by Graduation Year; Master's/Specialist Median Years to Degree by Graduation Year; Master's/Specialist Time to Degree Distribution (10-year combined)

Master's/Specialist Completion Rates; Master's/Specialist Completion by Elapsed Years From Entrance

Human Ecology MS Data

- Human Ecology MS Analysis

Recruitment, Admissions, & Enrollment
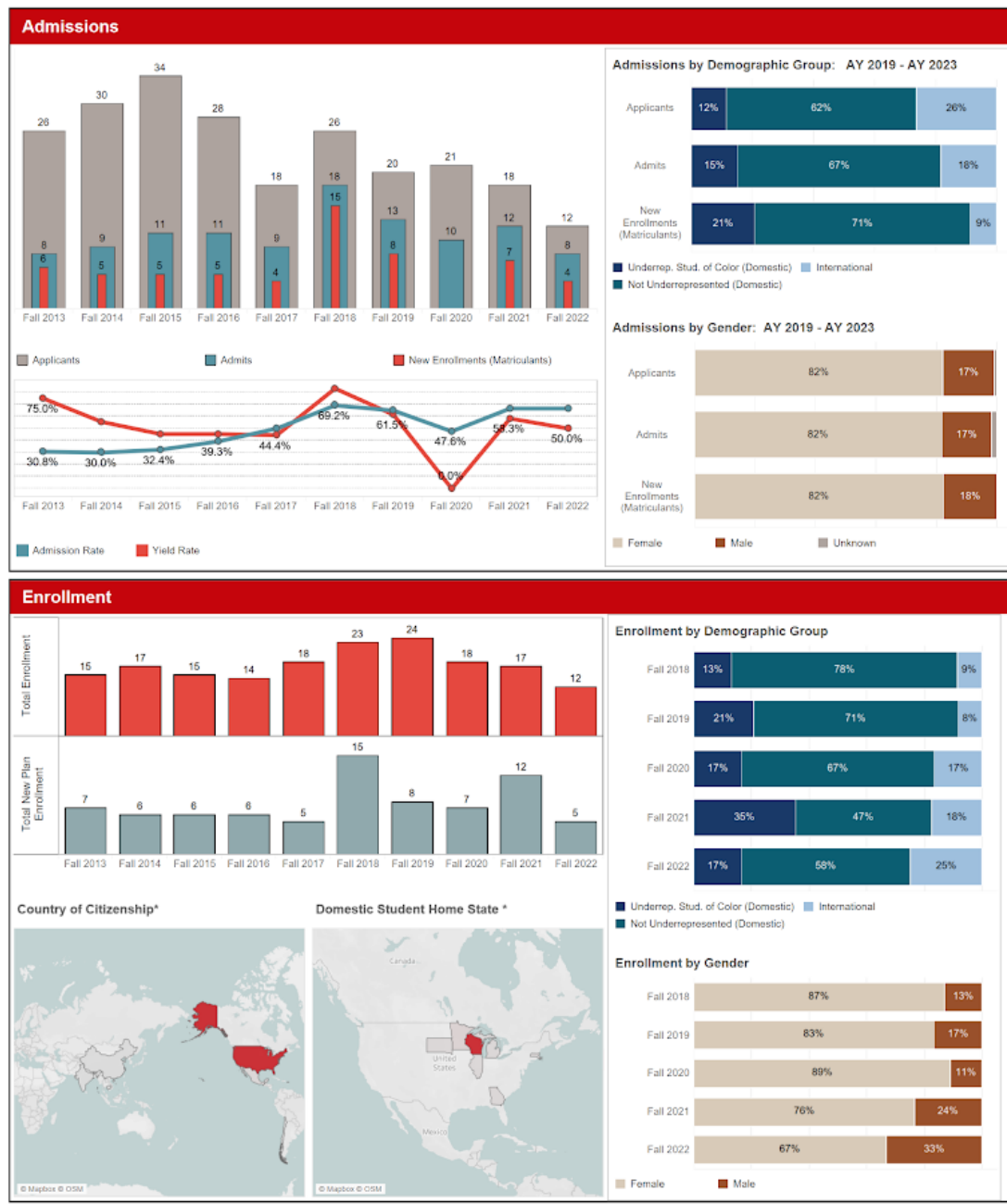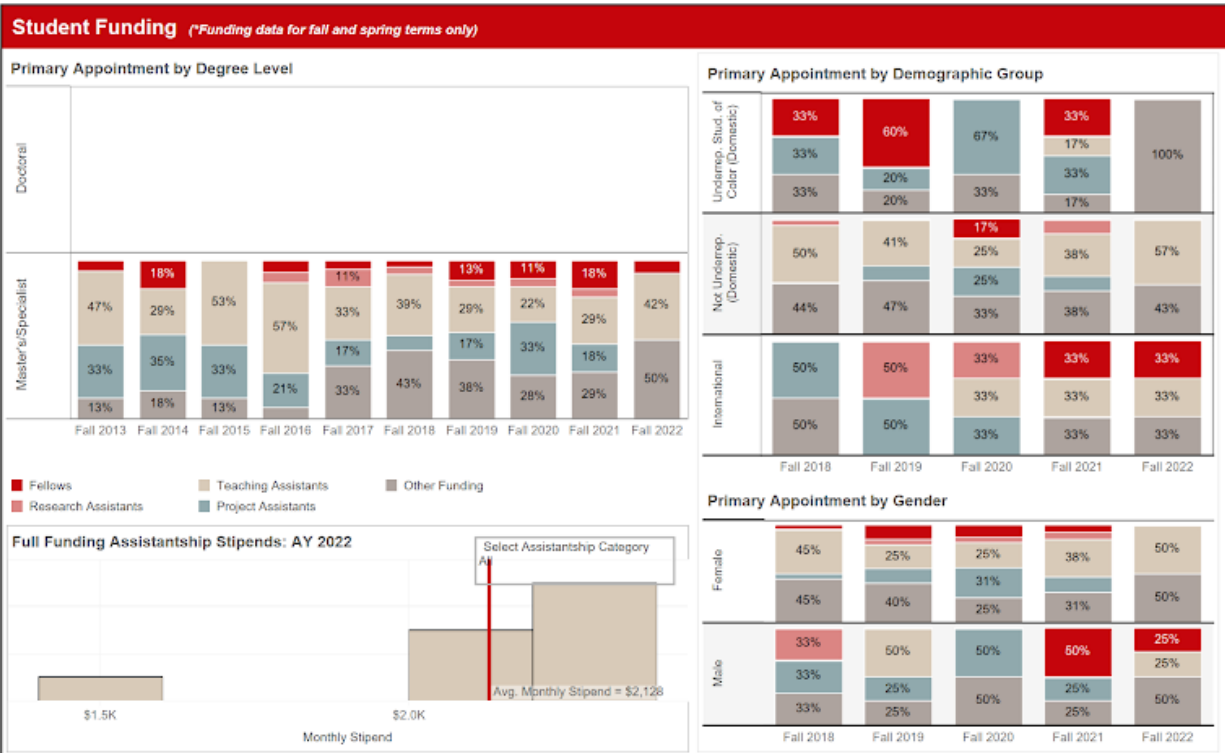
Funding

Degrees, Completion

(plan entrance years selected: 2010-11 to 2015-16)

Master's/Specialist Degrees by Graduation Year

Master's/Specialist Median Years to Degree by Graduation Year

Master's/Specialist Time to Degree Distribution (10-year combined)

Master's/Specialist Completion Rates

Master's/Specialist Completion by Elapsed Years From Entrance
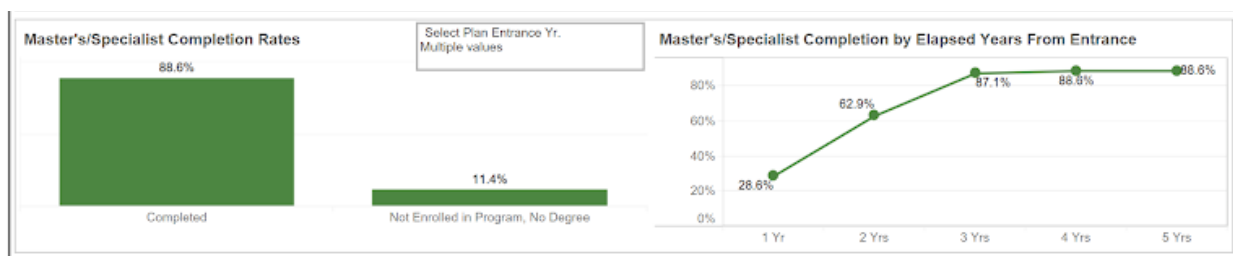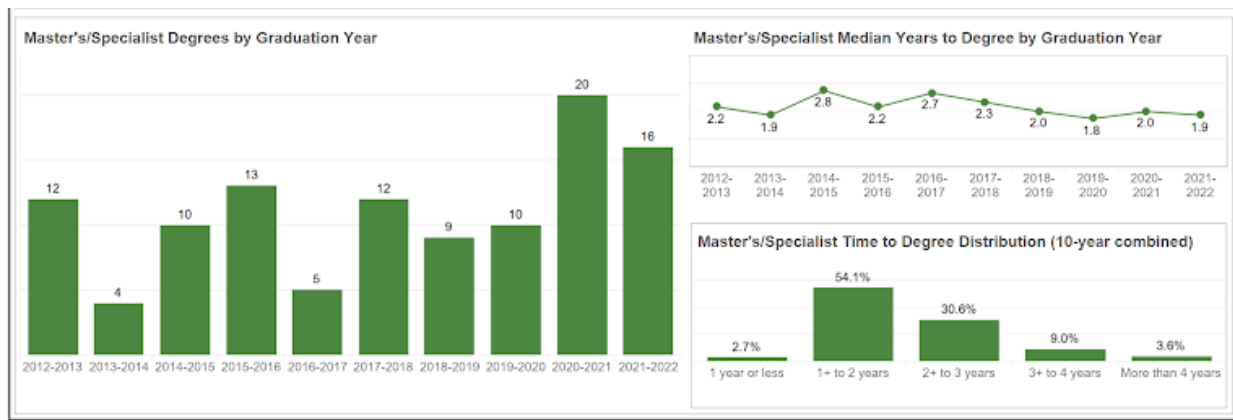
Internal Data

The MS Human Ecology program, also known as the applied MS program, has until recent years been mixed together with some Human Ecology graduate students pursuing the PhD who get the MS along the way or leave with an MS. The School of Human Ecology Academic Planning Office and Graduate Program Office worked individually with the MS Human Ecology program director, Professor Sarah Halpern-Meekin, to properly sort out the data and include ONLY those students who were admitted to the MS Human Ecology program and not include those who earned the MS along the way or excited the PhD program with an MS. This is internal data only to be used for purposes of the self study and may represent different data than shown above in the data reports acquired from campus data systems.
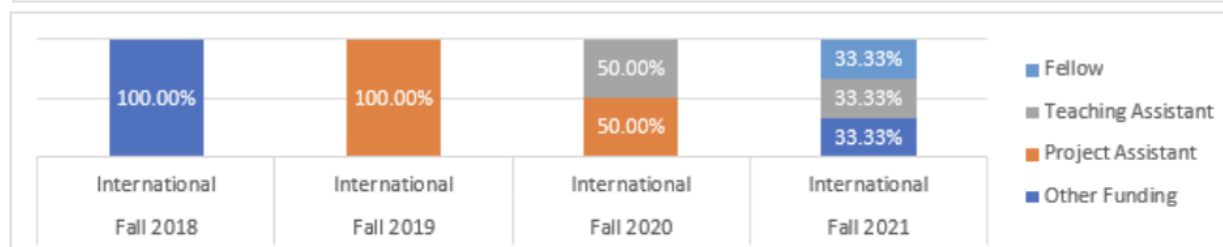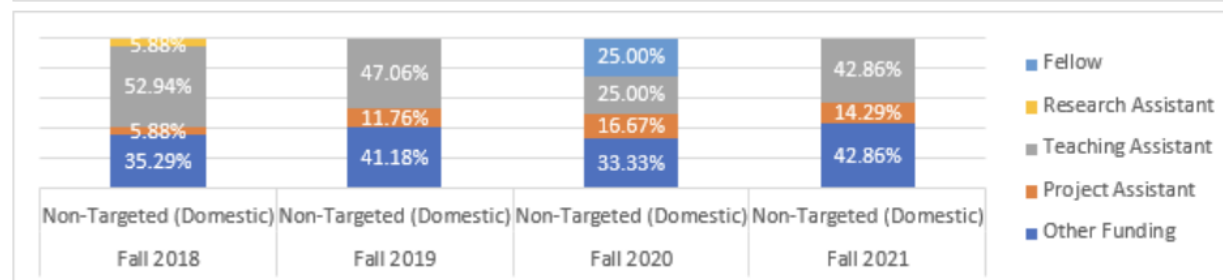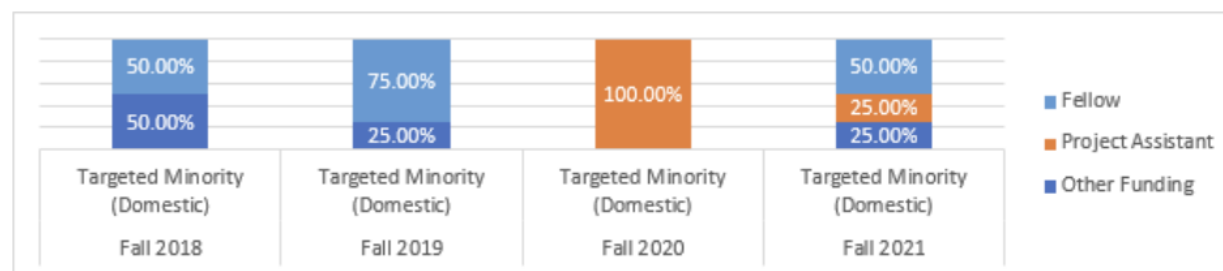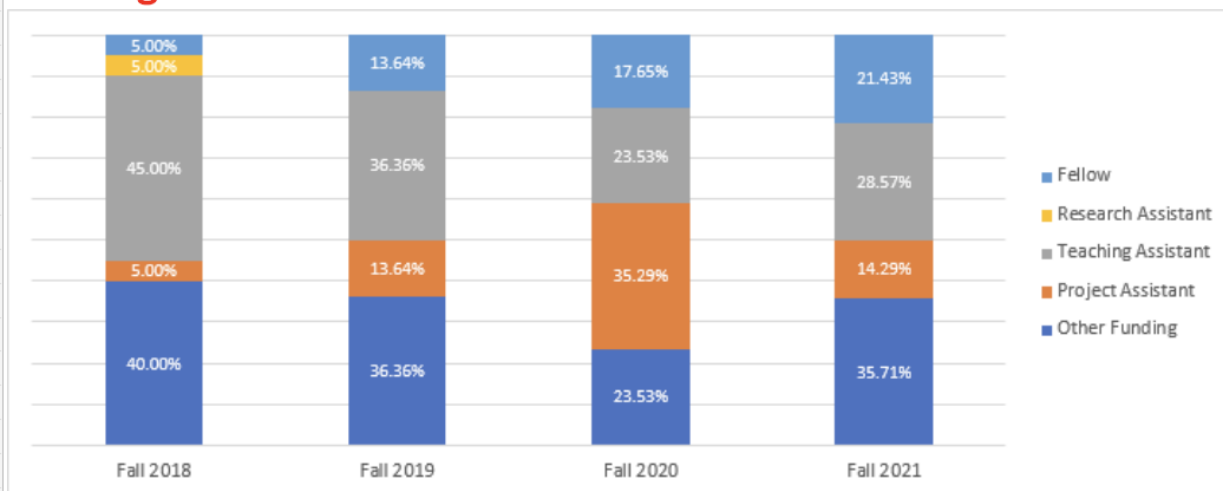
ADMISSIONS

Enrollment

Funding

DEGREES

MS Human Ecology: Degrees by Academic Year
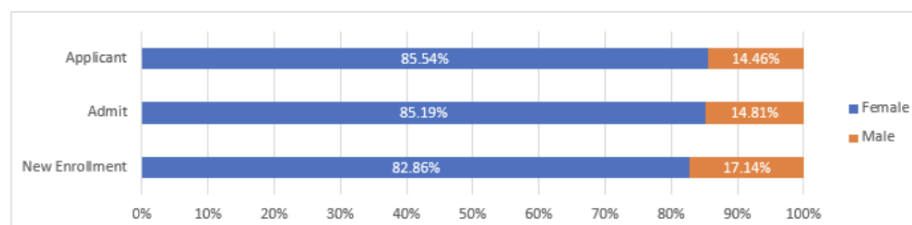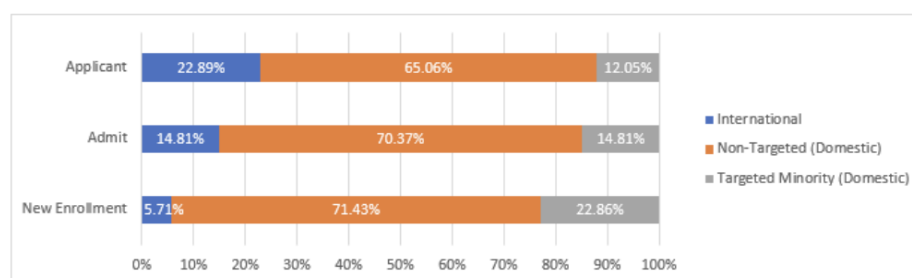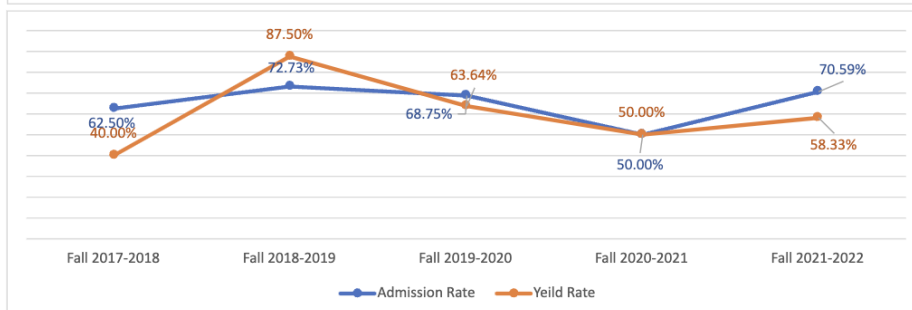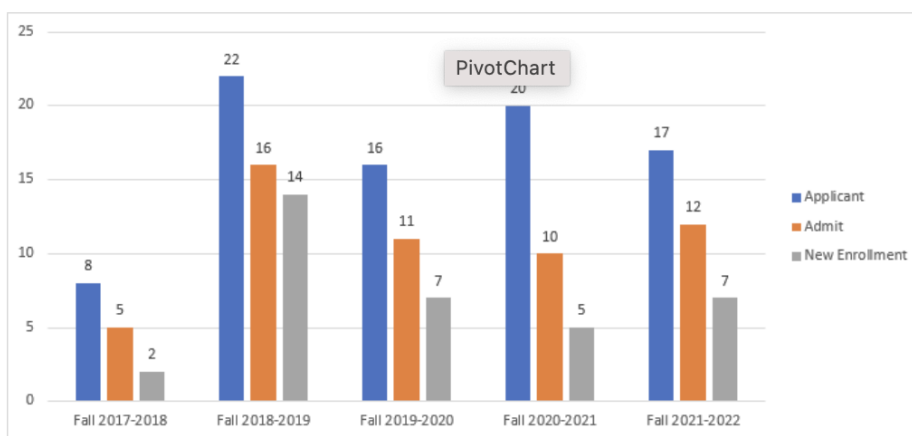
Average Years to Degree
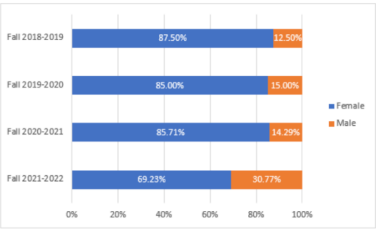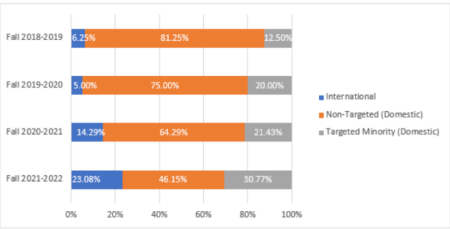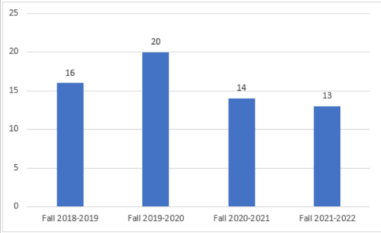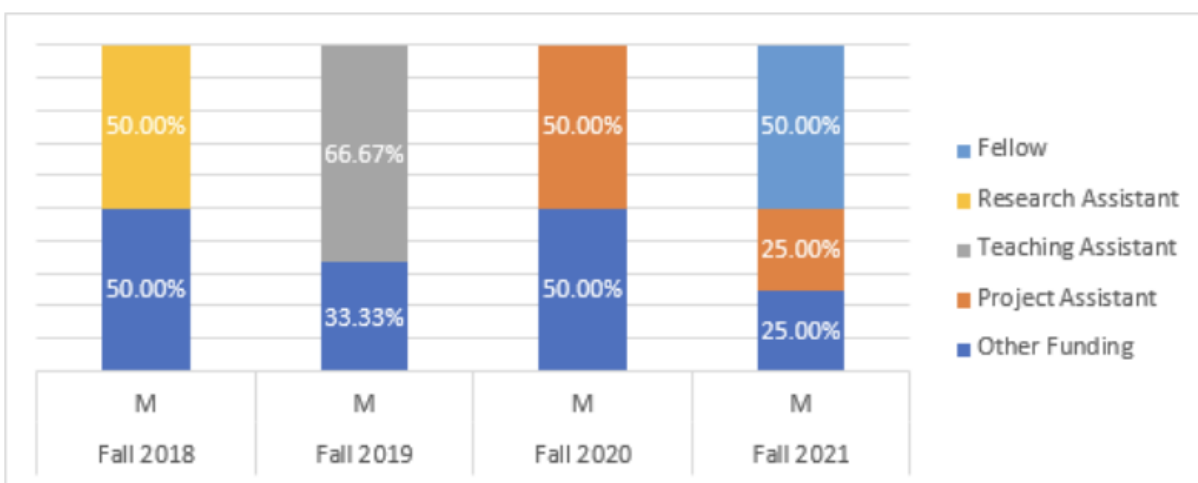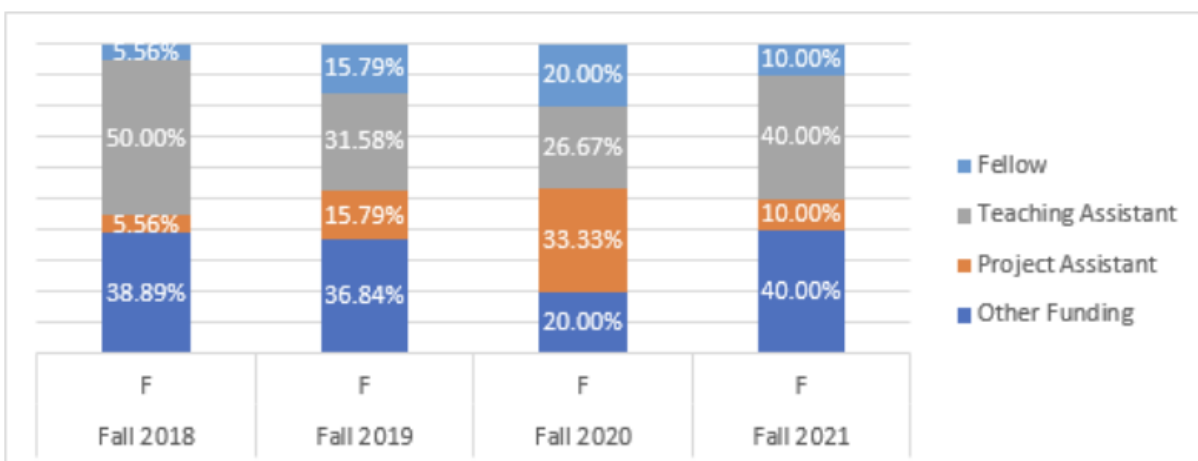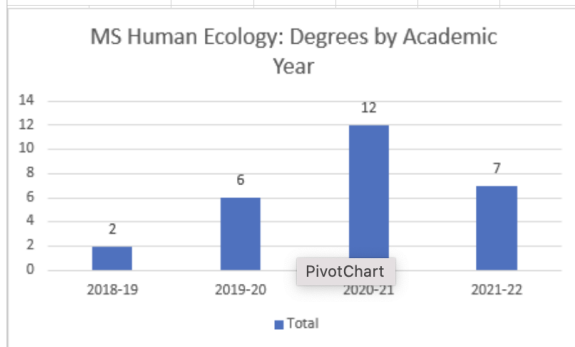
MS Human Ecology: Average Years to Degree

COMPLETION RATES

MS Human Ecology: Completion Rates 2017-2021

Time to Degree Distribution
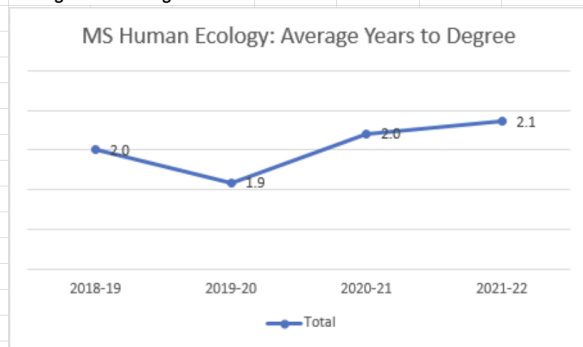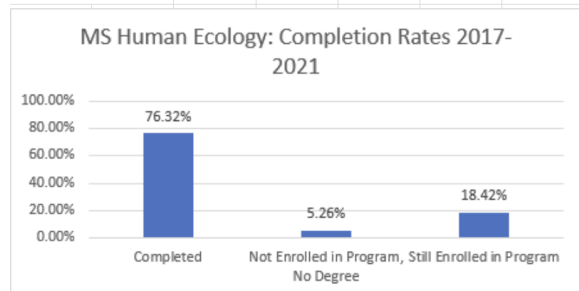
MS Human Ecology: Time to Degree Distribution
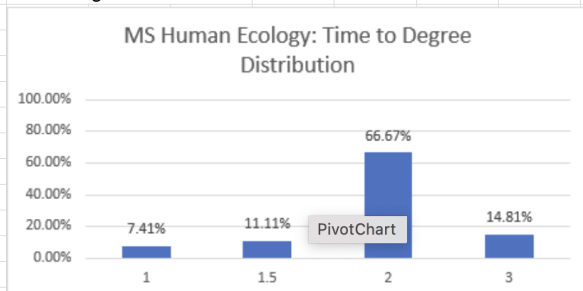
Capstone Certificate: Community & Nonprofit Leadership (CNPL) Data

Enrollment of Students in the CNPL Capstone Certificates

Headcounts of Certificate-Seeking Students

Select Term
Fall
Select Time Period
Last 10 Years
Select Topic
Academic Level

Select Student Academic Level
All
Select Student Term Admit Type
All
Select Student School/College
All
Select Certificate Type
Capstone Certificate
Select School/College of Certificate
School of Human Ecology
Select Department of Certificate
All
Select Certificate
All

■ Special

Year	Count
2019	0
2020	1 (100.0%)
2021	5 (100.0%)
2022	5 (100.0%)

Graduate/Professional Certificate/Minor: Community Engaged Scholarship (CES) Data

Awards of the Doctoral Minor in CES

Doctoral Minors: Counts

Select Data Recency
Census date used for official
counts (As of most recent Octobe..

Select Time Period
Last 10 Years

Select Student School/College
All

Select Minor School/College
School of Human Ecology

Select Minor Department
All

Select Minor
Community-Engaged Scholarship

Enrollment of Students in Graduate/Professional Certificate in CES

Headcounts of Certificate-Seeking Students

Select Term
Fall

Select Time Period
Last 10 Years

Select Topic
Academic Level

Select Student Academic Level
All

Select Student Term Admit Type
All

Select Student School/College
All

Select Certificate Type
Graduate and Professional Certifi..

Select School/College of Certificate
School of Human Ecology

Select Department of Certificate
All

Select Certificate
All

Graduate and Professional

Year	Count
2019	0
2020	2 (100.0%)
2021	1 (100.0%)
2022	3 (100.0%)
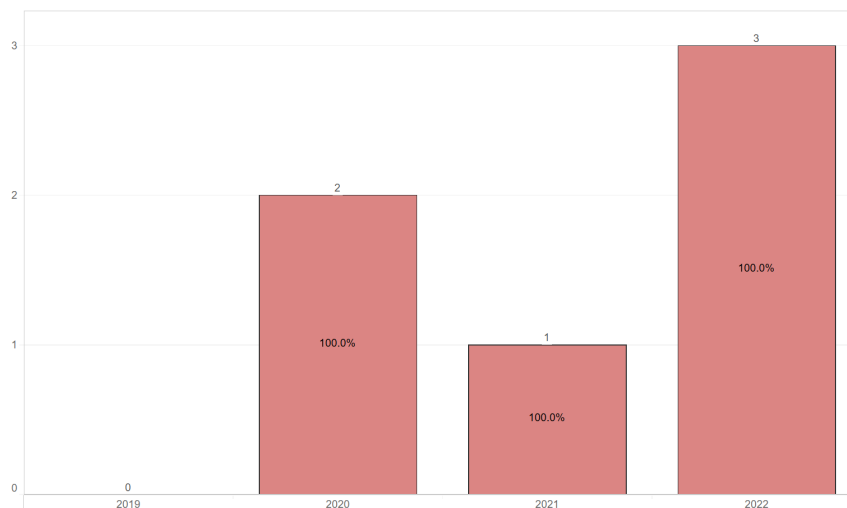
Minor: Human Ecology Data
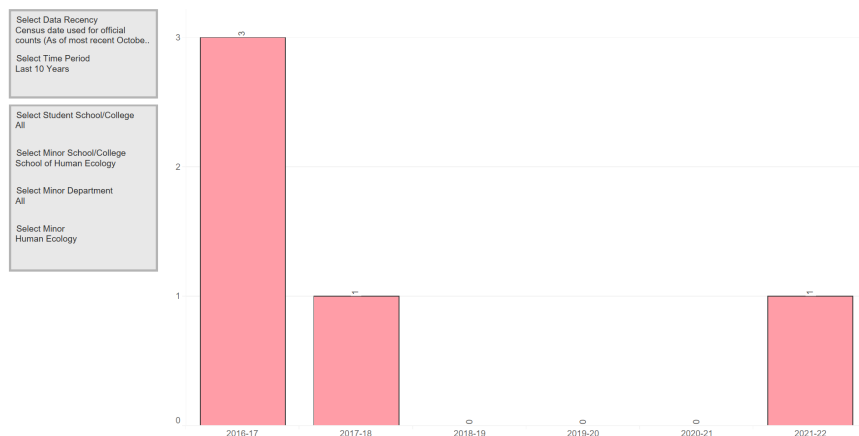
Awards of the Doctoral Minor in Human Ecology

Doctoral Minors: Counts

Select Data Recency
Census date used for official
counts (As of most recent Octobe..
Select Time Period
Last 10 Years

Select Student School/College
All

Select Minor School/College
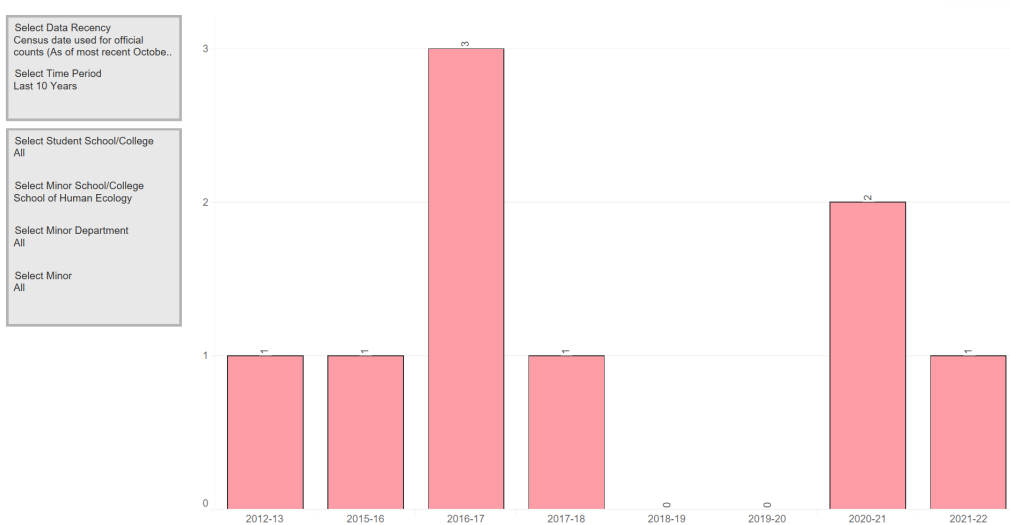School of Human Ecology

Select Minor Department
All

Select Minor
Human Ecology

Awards of All Doctoral Minors in the School of Human Ecology

The School of Human Ecology doctoral minor in Human Development and Family Studies was discontinued due to low award in Spring 2022. The graph below shows all doctoral minors in Human Ecology from 2012–13 to 2021-22.

Doctoral Minors: Counts

Select Data Recency
Census date used for official
counts (As of most recent Octobe..
Select Time Period
Last 10 Years

Select Student School/College
All

Select Minor School/College
School of Human Ecology

Select Minor Department
All

Select Minor
All

Award Comparison of All Doctoral Minors in the School of Human Ecology

Doctoral Minors: Comparison

Select Data Recency
Census date used for official counts (As of most recent Octobe..

Select Time Period
Last 10 Years

Select Student School/College
All

Select Minor School/College
School of Human Ecology

Select Minor Department
All

Select Minor
All

Major
- Child and Family Studies
- Community-Engaged Scholarship
- Human Development and Famil..
- Human Ecology